DOCUMENT RESUME

ED 155 164 SP 012 790

AUTHOR	Nutting, William C.
TITLE	A Faculty Self-Appraisal of the Department of Education of the University of Utah. A Report of the Capacity for Quality Teacher Education Committee.
INSTITUTION	Utah Univ., Salt Lake City. Dept. of Education.
PUB DATE	4 Jul 76
NOTE	208p.; For related document, see SP012 789
EDRS PRICE	MF-$0.83 HC-$11.37 Plus Postage.
DESCRIPTORS	*Evaluation Criteria; Goal Orientation; Higher Education; *Preservice Education; *Program Evaluation; *Self Evaluation; State Universities; Teacher Education
IDENTIFIERS	*Program Capacity; *University of Utah

ABSTRACT

Requests from University of Utah and extra-university authorities for a comprehensive plan of program evaluation and for program capacity guidelines resulted in the issuance of this report from the University Department of Education detailing (1) departmental capacities in various teacher education programs while meeting the criterion of "quality teacher education"; (2) guidelines for specifying such capacities; (3) "implied resolutions" revealing varying degrees of faculty opinion on departmental aims and functions; (4) evaluation questions for examining the total function of the Department of Education and facets of that function; and (5) provisions for amending any of the implied resolutions, student capacity guidelines, and evaluation guidelines. The report is divided into six chapters. Chapter One provides a history of Department attempts to state its mission, reasons for the present study, and methodology used for conducting the study. Chapter Two presents "implied resolutions" (faculty beliefs) regarding departmental goals, curriculum, faculty, teacher candidates, and extradepartmental relations. Chapter Three provides a rationale and recommended guidelines for determining optimum student capacity. Chapter four lists one hundred questions, developed from the implied resolutions, for use as tools either in evaluating the total function of the Department or in assessing any of the various facets of the total function. Chapter Five gives procedures for amending resolutions, capacity guidelines, and evaluation questions. Chapter Six presents a summary of the report. Appendixes include a conditional report on University capacity for quality teacher education, the faculty opinionaire used to elicit views of goals and functions, tabulation of opinionnaire responses, and a summary of intensity-of-agreement scales of faculty members. (MJB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED155164

A FACULTY SELF-APPRAISAL OF THE DEPARTMENT OF EDUCATION OF THE UNIVERSITY OF UTAH

An Endeavor to Identify Departmental Aims and Function, To Provide a Rationale and Recommended Guidelines for Determining Optimum Student Capacities in Quality Teacher Education Programs, and To Propose a Basic Denominator for a Comprehensive Plan of Evaluation

A REPORT
of the
Capacity for Quality Teacher Education Committee

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Written and Edited by William C. Nutting

Salt Lake City, Utah 84112
July 4, 1976

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
William C. Nutting
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND THE ERIC SYSTEM CONTRACTORS."

SP 012 790

Copyright © 1976
by Department of Education
University of Utah
All Rights Reserved

3

Capacity for Quality Teacher Education Committee

Paul J. Hansen
Shizuko N. Harry
Florence R. Krall
Walter E. McPhie
Deon O. Stevens
William C. Nutting (Chair)

4

PREFACE

In submitting this report to the Department of Education of the University of Utah, it is the sincere hope of the Capacity for Teacher Education Committee that the recommendations will be accepted in the sense that they are intended--an honest, but less than perfect, endeavor in faculty self-appraisal.

A portion of the work described herein had its inception nearly four years ago when the Department of Education undertook to comply with a request of the National Council for Accreditation of Teacher Education (NCATE) to develop a "comprehensive plan of evaluation." In assigning a member of the department faculty as project investigator, Earl W. Harmer, Jr., who was then Chairman of the department, emphasized the essential openness of the request. "It is more a problem of original, immaculate conception than compilation," he advised. "Develop your own plan."

Approximately one year later, the scope and complexity of the project broadened and deepened appreciably. A combination of circumstances had, by that time, prompted the department to attempt a serious study of optimum student capacities in its various programs. A Capacity for Quality Teacher Education Committee was authorized to coordinate the investigation.

Considering both the fundamental relationship between the two challenges and the naming of the project investigator in the earlier endeavor as chairperson of the committee in the second undertaking, it was not unexpected that the two charges were combined. Likewise, the preliminary efforts that had been made in laying the groundwork for a comprehensive plan of evaluation were assumed by the larger investigating team. Thus, the committee's expanded task included not only the question of recommended student capacities, but, also, the matter of developing a comprehensive plan of evaluation.

As with many other committee obligations in the Department of Education, the venture called for a considerable personal effort and a degree of dedication on the part of the faculty members most directly involved. During the course of the investigation, the committee met more than fifty times, and individual members expended literally hundreds of hours in preparation. With the exception of a one-third reduction in teaching load for one member for one quarter during the writing of the final report, no faculty load credit was authorized for any portion of the work. Nevertheless, the committee prefers to believe that the satisfaction has been worth the struggle.

The committee appreciates the fine support and encouragement that it has received from the department faculty and staff. It acknowledges with particular gratitude the essential participation of those faculty members who willingly volunteered for open-ended interviews and who responded thoughtfully to the faculty opinionnaire. Special thanks are in order for the insightful contribution of Jon K. Davis, who served as a member of the committee from October 16, 1973, to February 11, 1974.

It is sincerely hoped that the report herein will be wholeheartedly accepted--but not as a final statement. Incorporated into the recommendations are provisions for deliberate reviews and amendments as necessary with respect to implied resolutions, student capacity guidelines, and evaluation questions. The committee trusts, therefore, that the Department of Education faculty will continue to participate enthusiastically in further evaluation of departmental aims and function.

CONTENTS

PREFACE iv

CHAPTER ONE: INTRODUCTION 1

Previous Attempts to State Mission
Reasons for the Present Study
A Conditional Report
Needed: A Definition of "Quality Teacher Education"
Two Approaches to Identification of Issues
Developing a Faculty Opinionnaire
Administering the Opinionnaire
Tabulation of Responses and Interpretation of Data
Organization of Remaining Portions of the Report

CHAPTER TWO: IDENTIFICATION OF DEPARTMENTAL AIMS AND FUNCTION 15

Section I: Departmental Goals in Teacher Education
Section II: Curriculum in Teacher Education
Section III: Faculty in Teacher Education
Section IV: Candidates in Teacher Education
Section V: Extradepartmental Relationships in Teacher Education
Summary of Implied Resolutions

CHAPTER THREE: A RATIONALE AND RECOMMENDED GUIDELINES FOR DETERMINING OPTIMUM STUDENT CAPACITIES 47

Recommended Requirements for Admission, Retention, and Graduation
Characteristics of Quality Teacher Education
Limitations of the University in General
Restrictions Imposed by Academic Departments and Other Agencies
Restrictions Imposed by the Cooperating School Districts
Factors that Determine the Overall Capacity of the Department of Education
Summary of Guidelines for Specifying Student Capacities in Teacher Education Programs

CHAPTER FOUR: A BASIC DENOMINATOR FOR A COMPREHENSIVE PLAN OF EVALUATION 70

Stage I: Departmental Goals in Teacher Education
Stage II: Curriculum in Teacher Education
Stage III: Faculty in Teacher Education
Stage IV: Candidates in Teacher Education
At Various Stages: Extradepartmental Relationships in Teacher Education
Considerations for Measurement Procedures

CHAPTER FIVE: RECOMMENDED PROCEDURES FOR AMENDING IMPLIED RESOLUTIONS, CAPACITY GUIDELINES, AND EVALUATION QUESTIONS 124

Recommended Policy and Procedure for Amending Implied Resolutions
Recommended Policy and Procedure for Amending Student Capacity Guidelines
Recommended Policy and Procedure for Amending Evaluation Questions

CHAPTER SIX: SUMMARY 131

Purposes and Procedures
Implied Resolutions
Student Capacity Guidelines
Evaluation Questions
Provision for Amendments

APPENDIX A: CONDITIONAL REPORT

APPENDIX B: FACULTY OPINIONNAIRE

APPENDIX C: TABULATIONS

APPENDIX D: INTENSITY-OF-AGREEMENT SUMMARY

CHAPTER ONE

INTRODUCTION

The need to define one's special role has long been a matter of interest and particular concern among those who pursue careers in academe. Largely in the name of academic freedom--but probably for other reasons, as well--accountability in higher education continues, to a great extent, to be self-imposed. Although not universally accepted, it is nonetheless widely held that any guarantee of the fundamental right to open inquiry and uncensored teaching is contingent upon a presumption that members of an academic community be self-motivated and self-critical. Evaluation of effort and judgment of outcome, it is claimed, must be consonant with professional role appraisal and delineation. To reexamine one's professional values periodically and to profess in the light of those reconsidered values is thus regarded as a necessary and useful activity.

Not only do individual professors feel impelled from time to time to engage in such professional introspection, but a combination of elements within a faculty organization--for example, a college or a department--may occasionally sense an urgency to assess its inner motives and to issue a definitive statement of unit mission.

Previous Attempts to State Mission

In this vein, the Department of Education of the University of Utah had, during recent years, undertaken several more or less determined efforts to declare its own unique mission. A few of these attempts had been prompted at least partially by various pressures from outside the department. Others had been initiated more in response to some inner desire for a clearer directional index. While none of these efforts to develop a mission statement had thus far been written off as a total failure, neither had any been acclaimed as entirely satisfactory. On the plus side, each such endeavor served to some extent to raise departmental awareness as to the need for constant reevaluation. But, on the other hand, each pointed up rather wide and sometimes surprising, philosophical disparities within the department membership that tended to blur any definition of unified and purposeful thrust by the department as a whole. Certainly, such attempts need not have been regarded in any sense as mere exercises in futility. Nevertheless, the demand for a clear departmental role definition remained, as yet, not wholly satisfied.

Reasons for the Present Study

The present study was undertaken not only for the usual and expected departmentally-oriented reasons, but also with respect to at least two extra-departmental conditions. The earlier of these was established by the National Council for Accreditation of Teacher Education (NCATE). The second developed from the responses of the University of Utah Senate and the University Council for Teacher Education to an arbitrary edict of the Utah State Board of Regents that "quotas" be set to limit elementary and secondary teacher education enrollments in the state-controlled universities and colleges to numbers commensurate with projected job openings for new teachers in Utah schools.

Following an accreditation review in 1972, the Department of Education, along with other departments in the Graduate School of Education, was requested by NCATE to develop a "comprehensive plan of evaluation" that could be operational not later than 1980. A member of the department faculty, delegated as project investigator in the matter, set about to identify the purposes of the Department of Education as understood and endorsed by the department faculty.[1] This particular effort consisted of a series of open-ended interviews with every consenting faculty member. Twenty-five such interviews, ranging from twenty-five minutes to more than two hours in length, were conducted, tape recorded, and converted to paraphrased transcripts.

A few months later, but before the NCATE-initiated activity described above could be continued further, the Department of Education was confronted with a somewhat overlapping demand. The Utah State Board of Higher Education (since redesignated the Utah State Board of Regents), having become aware of a dramatic leveling off in the placement of new teachers in the public schools of the state, reacted quickly and unilaterally. Without consulting other concerned agencies, the board decreed that all state controlled universities and colleges promptly establish maximum quotas for admissions to teacher education programs based upon the projected job market for new teachers in the state.

Although not at all pleased with either the rationale or the arbitrary procedure of the higher education board, the University of Utah Senate nevertheless sought to comply at least with the letter--if not entirely the spirit--of the edict.[2] The University Council on Teacher Education was relatively less tractable. However, although seemingly determined not to become a party to any precedent for linking university admissions to labor market fluctuations, the Council recognized in the situation an opportunity to implement a policy whereby student admissions to teacher education programs in the University of Utah might properly be limited, not in terms of position openings for new teachers in the public schools, but rather according to capacities of various departments in the university to provide facilities and instruction for students preparing for teaching. Thus, while "quota", with its arbitrary job-market-related connotation, was frequently regarded as a dirty word, the notion of "capacity for quality teacher education" was accepted as a legitimate and reasonable limiting of student enrollment to numbers that could be served with excellence.

---

[1] Minutes of Faculty Meeting of the Department of Education, University of Utah, July 27, 1972.

[2] Minutes of the Meeting of the University of Utah Senate, May 7, 1973.

It was precisely in this spirit that the Department of Education resolved on July 19, 1973, "that the faculty undertake to study what its recommended student capacity, both undergraduate and graduate, ought to be." A Capacity for Quality Teacher Education Committee was delegated to coordinate the investigation.[3]

A Conditional Report

From the outset, it was assumed that the undertaking, if logically and philosophically well founded, would require a minimum of a full year. However, in order to cooperate with the University Council on Teacher Education in meeting a deadline imposed by the University Senate, the committee was compelled--somewhat against its better judgment--to make what it felt to be premature recommendations as to numbers of students that might be accommodated "in a quality fashion." On November 9, 1973, therefore, the committee submitted for departmental approval a "Conditional Report"[4] which, subsequently, was forwarded to the Dean of the Graduate School of Education to be incorporated into his formal response to the University Senate's request for "a constructive program for dealing with the problem of excessive teacher certification."

---

[3] Minutes of Faculty Meeting of the Department of Education, University of Utah, July 19, 1973.

[4] Capacity for Quality Teacher Education Committee, "Conditional Report" (Salt Lake City: University of Utah Department of Education, November 9, 1973).

Propositions of the report were based upon certain assumptions as to numbers of faculty personnel, standard faculty load, distribution of combined faculty load, staffing of undergraduate and graduate offerings, and optimum number of students in a given section of a course. Actual recommendations with respect to maximum numbers of students to be admitted to undergraduate and graduate programs in early childhood, elementary, and secondary teacher education were intended to reflect the outside limits at which the department might reasonably be expected to function at a high quality level.

Although the "Conditional Report" was accepted by the Dean of the Graduate School of Education and the University Council on Teacher Education as a complete and final statement of departmental capacity, it was never so regarded by the Department of Education. Within the department, perhaps the chief significance of this tentative report was that its acceptance provided a little breathing space. Relieved now of the pressure of arbitrary deadlines, the investigators could afford to view the situation in some perspective.

Needed: A Definition of "Quality Teacher Education"

The committee reminded itself at this point that its original charge had been to determine the department's capacities (in terms of maximum student registrations) in various programs while still meeting the criterion of "quality teacher education." The first tributary objective in this more deliberate phase of the study seemed rather obvious: to establish as precisely as possible what the Department of Education itself regarded as "quality teacher education." Despite the fact that another faculty committee in the department was concurrently involved during a portion of the time in an effort to develop a "mission statement"--with apparent duplication of energy and overlapping of purpose--the committee felt that the matter of establishing an accurate and workable definition of "quality teacher education" was basic to the assigned task of setting departmental capacities for students in various programs.

Arriving at a satisfactory definition of "quality teacher education," it was apparent, would involve two major increments: first, to identify the full range of opinion among the department members with respect to departmental purposes; and, second, to determine the extent of agreement and disagreement with the pertinent expressions of opinion.

Two Approaches to Identification of Issues

By way of providing some assurance as to the actuality of obtaining a complete range of faculty opinion, the cataloging of concerns was approached both logically and subjectively.

"A Design for Evaluating Essential Factors in Teacher Education Programs" was constructed to facilitate a systematic approach to identifying and specifying items of faculty opinion. This consisted of a five-stage grid patterned according to a logical sequencing of essential factors in providing preservice, inservice, and graduate teacher education programs focused upon early childhood, later childhood, adolescence, and young adulthood. The first of the five stages in the sequencing covered the commitment to departmental goals in teacher education, both philosophical and practical. The second stage in the series had to do with a curriculum in teacher education that would be consonant with the goals identified in the first stage. It was expected that curriculum would include areas of personal development,

A DESIGN FOR EVALUATING ESSENTIAL FACTORS IN TEACHER EDUCATION PROGRAMS

LOGICAL SEQUENCE OF ESSENTIAL FACTORS		**PRESERVICE TEACHER EDUCATION**				**INSERVICE TEACHER EDUCATION**				**GRADUATE TEACHER EDUCATION**			
		ELEMENTARY EDUCATION		**SECONDARY EDUCATION**		**ELEMENTARY EDUCATION**		**SECONDARY EDUCATION**		**ELEMENTARY EDUCATION**		**SECONDARY EDUCATION**	
		EARLY CHILDHOOD	LATER CHILDHOOD	ADOLESCENCE	YOUNG ADULTHOOD	EARLY CHILDHOOD	LATER CHILDHOOD	ADOLESCENCE	YOUNG ADULTHOOD	EARLY CHILDHOOD	LATER CHILDHOOD	ADOLESCENCE	YOUNG ADULTHOOD
STAGE I: Departmental goals in teacher education	Philosophical												
	Practical												
STAGE II: A curriculum in teacher education that is consonant with such goals	Personal Development												
	Professional Development												
	Field of Knowledge Concentration												
STAGE III: A faculty in teacher education who will make things happen	General/Specific Balance												
	Conservative/Liberal Balance												
	Humanistic/Knowledgistic Balance												
	Teaching/Research Balance												
	Professor-Centered/Department-Centered Balance												
STAGE IV: Promising candidates in teacher education who will advance departmental goals within the schools	Selecting												
	Preparing												
	Placing												
	Following up												
AT VARIOUS STAGES: Extra-departmental facilitating relationships in teacher education	Financing Agencies												
	Servicing Agencies												
	Disseminating Agencies												
	Accrediting Agencies												
	Licensing Agencies												
	Employing Agencies												

Department of Education, University of Utah, 1974

professional development, and field of knowledge concentration. Continuing in logical sequence, the third stage focused upon a faculty in teacher education who might be expected to implement and actualize departmental programs. Anticipated as potential items of concern were variations of faculty balance in terms of general/specific, conservative/liberal, humanistic/knowledgistic, teaching/research, and professor-centered/department-centered considerations. The fourth stage related to the selecting, preparing, placing, and following up of candidates in teacher education who might advance departmental goals within the schools. The fifth and final section of the design was a non-sequenced category of extradepartmental facilitating relationships in matters of financing, servicing, disseminating, accrediting, licensing, and employing. It was assumed that a complete range of faculty opinion would likely include one or more items of concern in each of the essential factors listed under the five stages described.

The format of the subjective approach was, of course, more spontaneous than systematic. The aforementioned transcripts containing the substance of the twenty-five open-ended faculty interviews that had been conducted earlier in connection with the NCATE-initiated activity were carefully reviewed. The committee reasoned that--considering the opportunity and encouragement given the interviewees to respond freely and openly--the recorded comments, taken together, very likely reflected a full range of faculty opinion as to possible aims and function of the department. A double check as to the scope of the investigation could, it was assumed, be provided through the matching of statements in the interview transcripts against the various factors of the logically structured design.

Developing a Faculty Opinionnaire

The construction of a suitable instrument for measuring the extent of faculty agreement or disagreement with the opinions that were expressed in the open-ended interviews required a careful sifting and separating out of specific statements contained in the mass of free-flowing comment. To this end, potential agree-disagree items were extracted from the paraphrased transcripts and reproduced--one statement to a card--on approximately four hundred four-by-six-inch cards. Care was exercised in this process to preserve the original meaning and intent of each such isolated statement, each of the items being double checked for fidelity by two or more members of the investigation team.

Each statement, independently featured in this way on its separate card, was assigned an identity number to facilitate cross-referencing among the interrelated factors of the previously-described design grid. The cards were first rough-sorted into five stacks corresponding to major stage categories of the design, and then more particularly referenced by identity numbers to appropriate spaces within the grid.

As expected, there were certain statements that had to be discarded because they did not fit within the dimensions of the study. For example, there were expressions of concern about the public schools that had no discernable relationship to teacher education as such. Also, there were several statements in regard to pros and cons of certain evaluational techniques. And, of course, there were inevitably a few extraneous and ambiguous comments that were deemed wholly unrelated to the investigation.

In the main, however, the statements were judged to be pertinent, and they seemed to fall naturally into the categories of the design. Furthermore, all five stages in the logical sequence were included to some extent in the cross referencing of issues identified by the statements. This condition of generally good fit between the two approaches was taken as substantive evidence that a full range of opinion as to quality teacher education in the Department of Education of the University of Utah had been obtained.

What might constitute the optimum number of response items in a given opinionnaire is frequently a matter for conjecture. There must, of course, be enough significant items to yield a definitive response profile, yet not so many as to risk that a respondent may become weary or jaded before completion. In any event, it was clear to the investigators that the more-than three hundred agree-disagree statements still under consideration represented an unwieldy resource. So, with the ambiguous and irrelevant comments now discarded, and with the actuality of a full range of faculty opinion as to departmental purposes reasonably established, the committee undertook to reduce the relatively large number of potential items to a workable total.

As might have been expected, there were instances of obvious duplication among the items. Most of these were handled with a minimum of difficulty, one or the other of such an identical pair simply being discarded or a substitute item written so as to convey the precise meaning of both without altering the sense of either. In every case in which there seemed to be even a remote possibility that the elimination or rewriting of an item might affect the integrity of the outcome, judgment was rendered by several--and occasionally by all--of the committee members.

The opinionnaire that ultimately evolved out of such paring and refining was comprised of one hundred and twenty-two items organized in five major sections corresponding to the logically sequenced stages of the systematic design previously described. Throughout the instrument, a deliberate effort was made to cluster issues so as to minimize the reorientation requirement on the part of the respondent. The mode of response for each of the opinion statements called for the respondent to place a check to indicate a response of "strongly agree," "agree," "no opinion," "disagree," or "strongly disagree." Also, to provide for the eventuality that a significant issue might inadvertently not have been identified, blank spaces were included at the end of each of the five major sections with the suggestion that write-in items would be considered in the summary tally.

Administering the Opinionnaire

As offered to the department faculty members for their individual responses, the instrument was a mimeographed form titled simply "Faculty Opinionnaire." A brief paragraph contained essential directions and a suggested suspense date. It was expected that the completed forms would be returned anonymously except for penciled checks as to whether the respondent was a member of the elementary or the secondary education faculty and whether he or she held a regular faculty appointment or otherwise.

On April 29, 1975, copies of the opinionnaire were supplied to thirty-nine members of the Department of Education faculty. Within three days, forms had been completed and returned by thirty-five members, including fourteen of the regular elementary education faculty, twelve of the regular secondary education faculty, and nine "others," such as individuals with adjunct, teaching fellow, or visiting appointments.

Tabulation of Responses and Interpretation of Data

Table 1 indicates the distribution of respondents according to faculty appointments and departmental assignment.

TABLE 1

DISTRIBUTION OF RESPONDENTS

Faculty Appointment and Assignment	Number
Regular elementary education faculty. . . .	14
Regular secondary education faculty	12
Other (including adjunct, teaching fellow, and visiting faculty)	9
Total	35

A simple method of tabulation was devised for the purpose of obtaining a valid and useful measurement of the extent and intensity of faculty agreement or disagreement with each of the statements included as items in the opinionnaire. First, responses to each of the 122 items in the thirty-five completed and returned opinionnaire forms were carefully tallied according to type of response and whether the respondent was a member of the elementary education faculty, the secondary education faculty, or "other." The tallied responses were then counted and tabulated as weighted totals for elementary education faculty, secondary education faculty, and total department faculty. No separate category was observed in tabulating the responses of adjunct, teaching fellow, and visiting faculty, although they were included in the totals for all department faculty. Table 2 indicates the numerical weighting factors assigned in the tabulation.

TABLE 2

METHOD OF TABULATING RESPONSES TO ITEMS IN "FACULTY OPINIONNAIRE"

Type of Response	Numerical Weighting Factor
Strongly Agree.	+2
Agree	+1
No Opinion.	0
Disagree.	-1
Strongly Disagree	-2

Weighted totals of responses of the thirty-five department faculty members ranged from a high of +64 (of a theoretically possible +70, representing a unanimous "strongly agree") to a low of -19 (of a theoretically possible -70, representing a unanimous "strongly disagree").

Weighted totals of responses of fourteen elementary education faculty members obtained by applying the method described ranged from a high of +28 (of a theoretically possible +28) to a low of -12 (of a possible -28).

Weighted totals of responses of twelve secondary education faculty members ranged from +23 (of a possible +24) to -9 (of a possible -24).

To facilitate interpretation of the data reflected in the tabulation described, all weighted totals were converted to percentage points, with +100% representing a unanimous "strongly agree," 00% reflecting either a unanimous "no opinion" or a dead standoff, and -100% equivalent to a unanimous "strongly disagree."

As expressed in percentages, the extent and intensity of department faculty agreement and disagreement with opinionnaire items ranged from +91% to -27%. The agreement-disagreement range of elementary education faculty was from +100% on one particular item to -43% on another. The response range of secondary education faculty was from +96% to -38%.

Organization of Remaining Portions of the Report

Conclusions and other remaining major portions of the report are organized in five additional chapters.

As presented in Chapter Two, the conclusions have been arranged according to the logical sequence of stages identified in "A Design for Evaluating Essential Factors in Teacher Education Programs" and the corresponding sections of the faculty opinionnaire. The conclusions have been based upon the data as reflected in both the weighted totals and the percentage indices of the responses. They are summarized as eighty-nine implied resolutions.

The question of determining numbers of applicants who may be accepted as teacher education candidates in the Department of Education is considered in Chapter Three. Essential points that must be taken into account in such decisions are summarized as student capacity guidelines.

A legitimate basis for a comprehensive plan of evaluation is presented in Chapter Four in the form of one hundred evaluation questions, which may be regarded as a basic tool to be used in examining--either in part or in total--the aims and function of the department.

In order for the findings and recommendations included in this report to be useful over an extended period of time, there must be provision for periodical adjustments as circumstances may warrant. Suggested procedures for amending the implied resolutions, the student capacity guidelines, and the evaluation questions are detailed in Chapter Five.

Chapter Six offers a brief summary of the entire report.

Finally, four documents to which frequent references are made throughout the report are included as appendices.

CHAPTER TWO

IDENTIFICATION OF DEPARTMENTAL AIMS AND FUNCTION

Faculty responses to various statements of opinion, belief, or conviction as to departmental aims and function revealed varying degrees of agreement or disagreement. In several instances virtually unanimous expressions had been fully anticipated. A few of the items included in the opinionnaire were, in fact, so patent as almost to have qualified under some "flag-motherhood-and-apple-pie" category. Other responses, of course, were less predictable, some actually coming rather as a surprise, and a few revealing a previously unsuspected philosophical division between certain elements of the departmental faculty.

Section I: Departmental Goals in Teacher Education

As expected, there was a very strong feeling that the role of the Department of Education of the University of Utah ought to be one of recognized leadership and significant influence for the improvement of education throughout the state.[5]

Another presumption held with equal fervor was that a major purpose of the department is to develop teachers who will function effectively in the elementary and secondary schools.[6] Despite what might be regarded as an almost-platitudinous flavor of these expressions, the two points of general agreement may nevertheless constitute the most fundamental articles of professional direction within the department faculty.

---

[5] As documented in the attached Tabulations and the Intensity-of-agreement Summary of "Faculty Opinionnaire" (Salt Lake City: University of Utah Department of Education, April 30, 1975), item 1.

With respect to bringing about significant improvements in public education, the department faculty generally expressed greater faith in curriculum reform within the schools themselves than in any foreseeable innovations in teacher education programs.[7] Consistent with this point of view was a very strong insistence that both preservice and inservice teacher education are properly within the department's responsibility.[8]

Such an expression of faith in the potential of curriculum reform within the schools should not, however, be interpreted in any sense as a wish to de-emphasize existing teacher education programs. For, although it was generally agreed that the department ought to be available upon call to anyone (school people, teachers, parents, or community leaders, for example) who may be concerned about quality education in Utah,[9] there was a solid feeling that the matter of highest priority remains that of serving the undergraduate and graduate students registered in the various teacher education programs in the department.[10]

The faculty agreed unanimously that the image of the department ought to be such as to warrant the respect and confidence of school people throughout the state in regard particularly to resources, information, and assistance in the solving of educational problems.[11] But there was relatively little support for the notion that the department might concern itself, not only with school-based education, but also with education in a broader sense, such as in industry and in other nonschool situations.[12]

---

[6] _Ibid._, item 2.

[7] _Ibid._, items 3, 4.

[8] _Ibid._, item 5.

[9] _Ibid._, item 8.

[10] _Ibid._, items 6, 7.

It was generally felt that both local and national needs ought to be reflected in departmental objectives.[13] And, in specifying objectives, the respondents were not hesitant in expanding the range of professional responsibility and opportunity. They clearly endorsed recent interest in early childhood education, expressing general agreement that the department ought to play a significant role in the education of children in the two-to-five-year age range.[14] The faculty also considered the ends and means of education, agreeing rather strongly that the processes of learning are fully as important as the product that is derived from the learning experience.[15]

To some extent at least, the individual potentialities of the department's teacher education candidates were included within the scope of departmental goals. It was generally agreed, for example that the department ought to help such candidates find themselves and reach their maximum effectiveness as individuals.[16]

---

[11] Ibid., item 13.

[12] Ibid., item 9.

[13] Ibid., item 10.

[14] Ibid., item 14.

[15] Ibid., item 23.

[16] Ibid., item 24.

The faculty expressed a firm commitment to graduate programs in teacher education, both in terms of the production of research and the development of master teachers.[17] There was a strong agreement that such programs ought to result in a significant improvement in teaching effectiveness in the public schools.[18]

The respondents did not indicate a simplistic relationship between the Department of Education and the individual professor. Although it was generally believed that mutually-agreed-upon goals are essential to departmental effectiveness,[19] and that there are certain common goals to which all members of the department faculty--including both elementary and secondary education professors--may ascribe,[20] there nevertheless were rather wide differences of opinion as to the desirability of philosophical unity within the department.[21] Thus, the advantages of both unity and diversity in departmental goals were seen as definite possibilities.[22] By no means, however, were these expression to be regarded as equating departmental purposes with a simple summation of the various purposes of individual faculty members.[23] Nonetheless, a majority of both elementary and secondary education faculties agreed that, if not carried to extremes, each professor ought to feel free to identify his or her own purposes and to proceed accordingly.[24]

---

[17] Ibid., item 16.

[18] Ibid., item 15.

[19] Ibid., item 17.

[20] Ibid., item 19.

[21] Ibid., item 18.

[22] Ibid., item 20.

[23] Ibid., item 21.

[24] Ibid., item 22.

In the main, the respondents expressed few inhibitions with respect to extending the influence of the department beyond its traditional purview. The faculty saw no particular advantage, for example, in aligning statewide leadership efforts with those of the Graduate School of Education, within which the department is organizationally structured under the university administrative plan.[25] On the contrary, there was a very strong feeling that the Department of Education ought to be moving boldly and vigorously in a number of uncharted directions, presenting generally an image of openness, of being regularly engaged in experimentation, and of readiness to identify and test alternative approaches to teacher education.[26]

Section II: Curriculum in Teacher Education

With respect to recommendations for curriculum in teacher education, there were areas in which responses of the faculty were virtually at consensus. In other considerations, sharp differences of opinion were clearly indicated. And, in a few instances, rather obvious gaps were evident between the expectations of the elementary education faculty and those of the secondary education professors. In total, the data support several significant conclusions.

In responding to this section of the opinionnaire, the Department of Education faculty expressed a very strong conviction that teacher education curriculum ought to be deliberately personalized to the extent that it will help each candidate to identify and develop his or her particular talents and unique qualities as a practitioner in the teaching profession. Overall, the responses reflected a firm resistance to any notion that teacher education candidates be molded to conform nicely to some arbitrarily-conceived and narrowly-defined model. There was a strong, virtually-unanimous feeling that teacher education ought to foster within the candidate a professional curiosity and a willingness to experiment and explore.[27] The faculty was in complete agreement that curriculum ought to provide more than one model for good teaching.[28] Somewhat to temper an overly-liberal interpretation of such a view, however, a few of the respondents cautioned against extending a carte blanche as to acceptable teaching behavior.[29] Interestingly, although perhaps expectedly, the respondents differed widely in their opinions as to whether it is even possible to define "good teaching" with any degree of preciseness.[30]

---

[25] *Ibid.*, item 11.

[26] *Ibid.*, item 12.

Firm convictions as to legitimate educational needs of children and youth were much in evidence in the attitudes reflected in this section. It was agreed with near-unanimity that candidates in teacher education ought to learn how to help each child approach knowledge with confidence and an attitude of selectivity in terms of the child's own personal needs and opportunities.[31] Also, the respondents apparently recognized a direct relationship between certain emphases of the professional curriculum and the ways in which prospective teachers will subsequently work with their own students. In this particular regard, department faculty members were strongly of the opinion that teacher education curriculum ought to help candidates develop positive self-images so that they in turn may contribute to the building of positive self-images in children.[32] There was also very strong agreement with the suggestion that teacher education candidates should learn how to promote active doing on the part of students in the classroom[33] and to regard occasional mistakes by active learners as both inevitable and acceptable.[34]

---

[27] _Ibid._, item 26.

[28] _Ibid._, item 39.

[29] _Ibid._, item 40.

[30] _Ibid._, item 33.

[31] _Ibid._, item 59.

Concern for the human element in the school classroom was evident in the responses of the department faculty. A majority of the members agreed that skills in the development of meaningful personal relationships are of great significance, and ought, therefore, to be emphasized in the professional curriculum of prospective teachers.[35] There was virtual unanimity that teacher education candidates should learn to enjoy the processes of teaching and learning[36] and that they should acquire proficiency in presenting learning experiences which are--in and of themselves--pleasurable, exciting, and satisfying.[37] There was also near-unanimity of agreement that teacher education candidates ought to develop a good understanding, not only of the students with whom they will work directly, but of both younger and older individuals as well.[38] And, consistent with these particular expectations, the faculty generally recommended that human relations training be included in the professional curriculum.[39]

---

[32] Ibid., item 29.

[33] Ibid., item 27.

[34] Ibid., item 28.

[35] Ibid., item 30.

[36] Ibid., item 32.

[37] Ibid., item 57.

[38] Ibid., item 46.

While the advisability of differentiating somewhat between the preparation of elementary and secondary teacher education candidates was generally conceded,[40] there were several components of the professional curriculum that were regarded as equally appropriate for prospective teachers at both levels. The suggestion that preservice preparation include for all candidates a broad overview of education received affirmative--but mild--support in the responses of the department faculty.[41] There was enthusiastic and almost unanimous agreement, however, that communication skills are so essential to teaching effectiveness that they ought to be included.[42] Acquiring skills in the effective use of instructional media was also strongly recommended.[43] And a strong endorsement was indicated in the faculty responses with respect to certain of the more delicate facets of teacher-pupil relationships: specifically, that teacher education candidates be helped to understand that the fostering of creativity and freedom in the classroom requires a special kind of structure and discipline,[44] and that teacher education candidates learn--in addition to the matter of facilitating learning--how to provide direct leadership and guidance in the learning process.[45]

Faculty members agreed that both elementary and secondary teacher education candidates ought to become knowledgeable in certain content areas. While both elementary education and secondary education professors recognized the significance of a field, or fields, of knowledge concentration for both elementary and secondary teachers, both faculty groups assigned somewhat greater importance to mastery of knowledge with respect to prospective secondary teachers as compared to elementary teacher candidates. A teaching major for a secondary teacher education candidate, it was agreed, ought to be approximately the equivalent of a regular departmental academic major in terms of intellectual sophistication. Similarly, there was general agreement that prospective elementary teachers should be well grounded in all of the major curriculum areas that they may be expected to teach.[46]

---

[39] _Ibid._, item 31.

[40] _Ibid._, item 47.

[41] _Ibid._, item 25.

[42] _Ibid._, item 52.

[43] _Ibid._, item 53.

[44] _Ibid._, item 58.

[45] _Ibid._, item 60.

Responses were inconclusive as to whether, according to the department faculty members, it is better for actual experience to precede or to follow theory in teacher education curriculum.[47] There was no doubt, however, that both theory and practice were regarded as essential, the respondents agreeing enthusiastically that teacher education programs ought to include a significant proportion of clinical experiences for the preservice candidate.[48] A major demonstration function for the Department of Education, however, did not seem to be indicated. The notion of the department's operating a model school as a showcase of excellence received virtually no support.[49] Neither was there endorsement of any proposal to extend the student teaching activity of the department to other communities throughout the state.[50] While student teaching was regarded as a basic element in preservice teacher education curricula, there were differences of opinion as to whether student teaching placements ought to be made in terms of full-day or half-day assignments, the secondary education faculty generally favoring the half-day over a longer period of time, and the elementary education professors preferring a full-day commitment over a relatively shorter period.[51]

---

[46] Ibid., items 50, 51.

[47] Ibid., item 54.

[48] Ibid., item 55.

[49] Ibid., item 56

The opinionnaire also revealed some differences between elementary education and secondary education faculties with respect to preferences for a more or less tightly structured curriculum in teacher education. While both groups agreed that any common-core teacher education program ought to include such basic elements as philosophical posture, planning, instructional strategies, and evaluational techniques,[52] and, while there was almost unanimous agreement that it is a mistake to structure even a common-core program too tightly,[53] there were noticeable differences of opinion as to the extent to which a professional program ought to be prescribed. Secondary education professors agreed rather wholeheartedly that there ought to be a main core program to which all faculty members in the department fully subscribe, but elementary education members were somewhat less than lukewarm to the possibility.[54] Another instance of philosophical differences between the two faculty divisions was indicated in responses to the suggestion that each professor be expected to include in a given course all of the common elements established by the department for that particular course. While the secondary education faculty substantially supported the idea, the elementary education faculty as a group showed little enthusiasm for the notion.[55] Yet another example of the philosophical split was a tendency of the secondary education faculty to endorse the idea of the department's functioning as a unit in terms of curriculum, but according to individual professorial style in terms of instruction. Here, again, the elementary education faculty was approximately neutral in its collective opinion.[56] Consistent with these differences, the elementary education professors, although only mildly supportive themselves, were more favorable than the secondary education group to the thought that the Department of Education might adopt two or three common-core teacher education programs that would permit each faculty member and each teacher education candidate to elect a program of his or her personal choice.[57] Overall, the results indicated a fairly significant philosophical departure between the two divisions of the department: in general, the elementary education faculty favored greater individual freedom for each professor, while the secondary education members saw greater importance in departmental objectives in specifying teacher education curriculum.

---

[50] Ibid., item 45.

[51] Ibid., item 44.

[52] Ibid., item 36.

[53] Ibid., item 37.

[54] Ibid., item 34.

Responding to a question somewhat related to the issue of whether teacher education curriculum ought to be tightly structured, both elementary education and secondary education professors agreed that an evaluative system is counterproductive if it tends to destroy individual faculty uniqueness while "overstandardizing" the curriculum.[58]

---

[55] Ibid., item 35.

[56] Ibid., item 41.

[57] Ibid., item 42.

In response to suggestions as to possible uses of programmed instruction in the implementation of teacher education curriculum, faculty members were generally noncommittal, seemingly neither apprehensive nor impressed.[59]

And, in responding to a single item in this section of the opinionnaire, the faculty expressed only mild concern that short-term inservice offerings might jeopardize the more substantial graduate programs of the department.[60]

Section III: Faculty in Teacher Education

Expectations as to faculty in teacher education, including evaluations of the particular role of an individual professor and a proper working relationship between a professor and the department as a whole, were considered.

As anticipated, the respondents generally agreed that effective teaching constitutes the most important aspect of the overall function of the Department of Education.[61] Furthermore, there was almost unanimity of opinion that such activity ought to be carried out in a manner that permits a person-to-person relationship between a professor and a student.[62]

The traditional role of the professor as a scholar was enthusiastically endorsed also, the department faculty strongly supporting the notion that a professor be expected to contribute new ideas to society.[63] Consistent with this viewpoint, there was substantial agreement that the Department of Education faculty ought to increase its efforts in research.[64] Possibly with some feeling for the importance of scholarship in the department, the respondents expressed concern that appointments of new faculty members be made with due consideration as to academic and intellectual qualifications.[65]

---

[58] Ibid., item 38.

[59] Ibid., items 48, 49.

[60] Ibid., item 43.

[61] Ibid., item 73.

[62] Ibid., item 85.

Despite indications of rather high expectations as to professorial performance, the department faculty gave, by comparison, relatively mild approval to the suggestion that each professor in the department deliberately take on the role of exemplary model in the areas of teaching, scholarship, and service.[66]

Keeping in touch with recent developments and contributing actively as a professional person were accorded high priority. The faculty agreed that the Department of Education ought to encourage individual professors to confer frequently with faculty members of other universities and to participate in such activities as travel, consultation, community service, research, and writing for publication.[67]

According to opinionnaire responses, faculty members viewed the reciprocity between a professor and the department as a matter of genuine concern and importance. That a mutually helpful relationship ought to exist between a faculty member and the department received a virtually-unanimous endorsement.[68] While a modest majority of the respondents felt that the department should support the professor in his self-determined priorities,[69] there was more substantial agreement with the idea that there ought to be a departmental point of view overall, but with each individual professor operating freely in his or her own particular style.[70]

---

[63] Ibid., item 71.

[64] Ibid., item 72.

[65] Ibid., item 86.

[66] Ibid., item 69.

[67] Ibid., items 68, 70.

The results clearly indicated that each professor should be expected to cooperate willingly with the department, yet be capable of standing quite independently upon his or her own two feet. There was general agreement that each faculty member should define his or her individual goals within the larger framework of departmental goals.[71] But the more basic notion that each professor ought to have the knowledge and facility to function effectively in terms of such a self-defined role was overwhelmingly supported.[72]

The concern for a proper degree of give and take between an individual faculty member and the department seemed to suggest an ideal relationship that would guarantee the maximum level of freedom for each professor while insuring essential unity of purpose throughout the department as a whole. While there was substantial agreement that diversity of philosophy or ideas on the part of faculty members should be encouraged,[73] the faculty did not sanction the notion that a professor should be permitted to use the department simply as a base of operations for his or her own particular endeavors.[74]

---

[68] Ibid., item 81.

[69] Ibid., item 62.

[70] Ibid., item 64.

[71] Ibid., item 65.

[72] Ibid., item 66.

[73] Ibid., item 76.

A working relationship in the department that is comfortable, mutually helpful, and generally free of tensions and arbitrary demands was regarded as important and desirable. A majority of the respondents agreed that the department ought to contribute to the personal enhancement of individual faculty members and to make each professor feel needed.[75] That faculty members should make their colleagues feel welcome to come to them for advice or support received near-consensus endorsement.[76] In turn, it was generally agreed, individual faculty members ought to keep the department apprised of their professional activities so that they might enjoy the advantages of departmental encouragement and necessary support.[77]

In responding to the opinionnaire, the faculty appeared to recognize a practical aspect of the benefits of comfortable intradepartmental relationships. Opportunities for team work among professors with similar educational philosophies were seen as desirable options.[78] It was also felt that faculty members of differing, or even opposing, viewpoints can share a good working relationship without putting an individual professor in a position of having to support a philosophy to which he or she does not subscribe.[79] It was suggested, for instance, that a professor with some particular expertise or perhaps having a strong conviction with respect to a certain issue might appropriately be invited to make a guest appearance in the class of another faculty member.[80]

---

[74] *Ibid.*, item 67.

[75] *Ibid.*, items 83, 84.

[76] *Ibid.*, item 82.

[77] *Ibid.*, item 79.

[78] *Ibid.*, items 78, 80.

[79] *Ibid.*, item 77.

Despite a rather general approval of an "agree-to-disagree" relationship among the faculty of the Department of Education, there were a few obvious departures between the responses of the elementary education members and those of the secondary education division. Secondary education professors, for example, almost unanimously agreed that professional people with divergent interests ought to identify a certain common-core teacher education program and all work together within the framework of that program. But, while a majority of the elementary education professors indicated some support for the notion, there was noticeably less solidarity of opinion.[81] Similarly, the secondary education division was significantly more in favor of overall unification of departmental goals than was the elementary education group.[82] It was also apparent that the secondary education professors were more inclined to appoint new faculty members to fill specific roles in the department rather than to expect that a new member might define his or her own role to a considerable extent.[83] And, much in the same vein, the secondary education division expressed the belief that faculty members ought to defer any personal aggrandizement to the more general benefit of the department's recognized programs. In the view of the elementary professors, however, the matter was not a significant issue.[84]

---

[80] Ibid., item 88.

[81] Ibid., item 75.

[82] Ibid., item 74.

[83] Ibid., item 61.

[84] Ibid., item 63.

One further point of general agreement on the part of the department faculty was the recognition of a need for a definite orientation for each newly appointed member in matters of tradition, procedure, and opportunities.[85]

Section IV: Candidates in Teacher Education

Several of the concerns reflected in responses to the opinionnaire had to do with certain relationships and situations experienced by candidates in teacher education during and following the time that they are pursuing professional programs in the department.

In the first place, policies relating to student admissions in the Department of Education and the Graduate School of Education were not seen as entirely satisfactory, although some practices were generally endorsed. There was substantial agreement that current teacher education admissions criteria are not adequate,[86] a possible reason for such general discontent being that a majority of the faculty members were of the opinion that a good admissions policy ought to be more aggressive in the matter of active recruitment of the particular caliber of candidates that the department might wish to attract.[87]

In general, respondents were opposed to any externally imposed admissions quotas, such as the job-market-related limitations decreed several months previously by the Utah State Board of Regents (earlier known officially as the Utah State Board of Higher Education).[88] In their responses, the faculty expressed the conviction that any restrictions as to university admissions must be based, not upon projected openings in teaching positions in the schools, but rather upon whether a particular candidate can satisfy the general university and departmental requirements and whether each of the departments concerned has the overall capacity to serve the student adequately.[89]

---

[85] Ibid., item 87.

[86] Ibid., item 91.

[87] Ibid., item 89.

[88] Ibid., item 92.

At least two personal qualities were identified as being of significance in any individual selected as a candidate in teacher education. The faculty agreed rather solidly that a positive self-image on the part of the candidate is basic.[90] The characteristic of genuinely caring for children was likewise deemed highly important.[91]

The faculty generally recommended that there be a continuing relationship between each teacher education candidate and at least one faculty member.[92] The respondents did not, however, endorse the suggestion that program counseling of candidates be handled directly by the professors in the department.[93]

Certain advantages of a personalized implementation of teacher education curriculum were indicated, although faculty approval of such instances of individualization did not go so far as to suggest permitting each candidate to determine to any significant degree his or her own educational experiences.[94] There was substantial agreement, however, that the Department of

---

[89] *Ibid.*, item 93.

[90] *Ibid.*, item 95.

[91] *Ibid.*, item 94.

[92] *Ibid.*, item 97.

[93] *Ibid.*, item 96.

[94] *Ibid.*, item 100.

Education should value individual differences among teacher education candidates, and that it ought to encourage such candidates in the developing of their unique qualities.[95] Faculty members were nearly unanimous in support of the idea that the department ought to encourage candidates to develop their own professional goals.[96] Consistent with this was the general opinion that teacher education candidates benefit most when they are encouraged to seek, to pursue, and to enjoy learning for its own sake.[97]

Respondents were almost unanimously agreed that the department ought to develop a climate in which prospective teachers would be encouraged to become more trusting and cooperative, to share ideas, and to function as members of teams and groups.[98] It was also agreed that the department ought to help candidates to become more flexible and adaptive and to develop the quality of genuinely caring for other people.[99]

Two additional professional attitudes were suggested as warranting serious consideration within the Department of Education. Faculty members were generally of the opinion that teacher education candidates must develop a genuine dedication to the teaching profession.[100] Furthermore, it was believed, prospective teachers ought to become convinced in their own minds that what they teach is going to make a real difference in the children or youth with whom they work.[101]

---

[95] Ibid., items 98, 103.

[96] Ibid., item 99.

[97] Ibid., item 101.

[98] Ibid., item 102.

[99] Ibid., items 104, 105.

[100] Ibid., item 106.

[101] Ibid., item 107.

Although the opinionnaire results did not indicate an overriding concern on the part of faculty members regarding the matter of placement of individuals who have completed programs in teacher education, there was near-consensus that the department ought to inform its candidates about "the facts of life" in the labor market with respect to teaching positions.[102]

In considering the general question of follow-up of teacher education candidates after they have completed their programs in the department, the respondents seemed to have mixed feelings. There was substantial agreement that post-graduation evaluation of the candidates should focus, not only on the extent to which they have retained what they learned at the university, but also the degree to which they have continued to grow both personally and professionally as inservice teachers.[103] By contrast, there was only nominal support for the notion that the graduates are entitled to departmental supervision and guidance even after they become inservice teachers.[104] And, in direct reference to the licensing aspect of the transition from preservice to inservice, the department faculty indicated no general support for the suggestion that new teachers be required to fulfill a three-year probationary period before being fully certificated as a practitioner.[105]

It was very clear in the opinionnaire results that candidates in teacher education are regarded by the department faculty as excellent sources upon which to draw in any undertaking in program evaluation. There was strong agreement that frequent and regular feedback concerning teacher education programs should be elicited from the candidates.[106] Similarly, it was generally agreed that evaluational efforts ought to include exit interviews, questionnaires, and other follow-up procedures.[107] It was believed also that program evaluation ultimately should be in terms of on-the-job performance of the candidates.[108] In contrast to the relatively high regard for the candidates themselves as dependable sources for program evaluation, it is of interest to observe that, on the whole, there was considerably less agreement that valid information as to the effectiveness of the Department of Education might be obtained from teachers and principals. To be quite fair, however, it should be noted that this particular point constituted a departure between the responses of secondary education professors and the elementary education division of the department. The secondary education faculty generally showed no confidence in the teachers and principals in this regard, whereas the elementary education members held that the teachers and principals were potentially valuable sources of information in program evaluation.[109]

---

[102] Ibid., item 90.

[103] Ibid., item 110.

[104] Ibid., item 109.

[105] Ibid., item 108.

Section V: Extradepartmental Relationships in Teacher Education

The opinionnaire also revealed some rather pertinent views as to existing or suggested extradepartmental relationships in teacher education. As might have been anticipated, there was almost unanimous agreement that the Department of Education ought to encourage interdepartmental cooperation,[110] and there was generally strong support for the suggestion that the department should strive to keep the academic departments of the university aware of potential opportunities for such departments to work directly with teachers in the public schools.[111]

---

[106] *Ibid.*, item 111.

[107] *Ibid.*, item 113.

[108] *Ibid.*, item 112.

[109] *Ibid.*, item 114

[110] *Ibid.*, item 115.

In response to the proposal that the Department of Education broaden its perspective by engaging in educational activities in a community setting with people not directly related to any school system, the faculty indicated wide differences of opinion. While the elementary education division was generally more favorable toward the notion than were the secondary education professors, there were significant departures--positively and negatively--within each of the divisions.[112]

Two rather pertinent recommendations resulting from the opinionnaire focused directly upon the relatively fragile inside-the-school relationships between the Department of Education and the school districts that cooperate in the clinical and laboratory aspects of the department's programs. The respondents were generally agreed that the department ought to seek an arrangement with the school districts so that professors might work with a significant number of teachers from a particular school in which there is positive administrative support.[113] Also, there was general agreement that the department ought to have a free hand in the selection of cooperating teachers who will work with department faculty members in student teaching and other clinical experiences for candidates in teacher education.[114]

---

[111] Ibid., item 116.

[112] Ibid., item 118.

[113] Ibid., item 117.

[114] Ibid., item 119.

Also reflected in the responses was a somewhat pervasive concern with respect to the demands and rewards inherent in the roles of cooperating teachers and other school personnel who participate actively and regularly in the teacher education programs of the Department of Education. Faculty members were substantially of the opinion that the department ought to do everything within reason to enhance the role and prestige of the cooperating teacher, including the scheduling of seminars and workshops on a regular basis.[115] The respondents also supported the proposal that school personnel who work directly with the department in various teacher education endeavors ought to receive some form of compensation from the University of Utah.[116]

Summary of Implied Resolutions

In responding to the five sections of the opinionnaire, faculty members of the Department of Education revealed varying degrees of agreement or disagreement with one hundred and twenty-two statements of opinion, belief, or conviction as to departmental aims and function. The conclusions presented in the foregoing were based upon tabulations and an intensity-of-agreement summary of the responses.[117] While certain of the conclusions do not constitute clear indications of departmental sentiment or endorsement, there were, altogether eighty-nine definite instances in which faculty responses reflected either such general or such strong support that, by implication, there is substantial evidence of departmental resolution--even without the formality of a vote of affirmation. Such instances of clear-cut faculty solidarity are, therefore, submitted as points of implied resolution.

---

[115] Ibid., items 120, 121.

[116] Ibid., item 122.

[117] Ibid., items 1-122.

I. Implied Resolutions as to Departmental Goals

1. The role of the Department of Education of the University of Utah ought to be one of recognized leadership and significant influence for the improvement of education throughout the state.
2. A major purpose of the Department of Education is to develop teachers who will function effectively in the elementary and secondary schools.
3. Both preservice and inservice teacher education are within the total responsibility of the Department of Education.
4. The Department of Education ought to be available upon call to anyone who may be concerned about quality education in Utah.
5. The matter of highest priority in the Department of Education is that of serving the undergraduate and graduate students registered in the various teacher education programs in the department.
6. The image of the Department of Education ought to be such as to warrant the respect and confidence of school people throughout the state in regard particularly to resources, information, and assistance in the solving of educational problems.
7. Both local and national needs ought to be reflected in the objectives of the Department of Education.
8. The Department of Education ought to play a significant role in the education of children in the two-to-five-year age range.
9. The Department of Education regards the processes of learning as fully as important as the product that is derived from the learning experience.
10. The Department of Education is committed to helping candidates in teacher education find themselves and reach their maximum

effectiveness as individuals.

11. The Department of Education is committed to the development and operation of graduate programs in teacher education, both in terms of the production of research and the development of master teachers.
12. The graduate programs of the Department of Education are intended to result in a significant improvement in teaching effectiveness in the public schools.
13. Although there are certain common goals to which all members of the department faculty may ascribe, the Department of Education does not regard philosophical unity among the faculty as being either necessary or especially desirable.
14. The Department of Education seeks the advantages of both unity and diversity in departmental goals.
15. If not carried to extremes, each professor in the Department of Education is free to identify his or her own purposes and to proceed accordingly.
16. The Department of Education is committed to a general policy of openness, being regularly engaged in experimentation, and constantly looking for alternative ways of doing things.

II. Implied Resolutions as to Curriculum

1. Teacher education ought to foster within the candidate a professional curiosity and a willingness to experiment and explore.
2. Teacher education curriculum ought to provide more than one model for good teaching.
3. Candidates in teacher education ought to learn how to help each child approach knowledge with confidence and an attitude of selectivity in terms of the child's own personal needs and opportunities.

4. Teacher education curriculum ought to help candidates develop positive self-images so that they in turn may contribute to the building of positive self-images in children.
5. Teacher education candidates should learn how to promote active doing on the part of students in the classroom.
6. Teacher education candidates ought to learn to regard occasional mistakes by active learners as both inevitable and acceptable.
7. Skills in the development of meaningful personal relationships are of great significance, and ought, therefore, to be emphasized in the professional curriculum of prospective teachers.
8. Teacher education candidates should learn to enjoy the processes of teaching and learning.
9. Teacher education candidates should acquire proficiency in presenting learning experiences which are--in and of themselves--pleasurable, exciting, and satisfying.
10. Teacher education candidates ought to develop a good understanding, not only of the students with whom they will work directly, but of both younger and older individuals as well.
11. Training in human relations ought to be included in the professional curriculum.
12. Preservice preparation for all candidates should include a broad overview of education.
13. Communication skills are essential to teaching effectiveness, and ought, therefore, to be included in the professional curriculum.
14. Teacher education candidates ought to acquire skills in the effective use of instructional media.
15. Teacher education candidates should come to understand that the fostering of creativity and freedom in the classroom requires a

special kind of structure and discipline.

16. Teacher education candidates ought to learn--in addition to the matter of facilitating learning--how to provide direct leadership and guidance in the learning process.

17. Teacher education curriculum ought to include a significant proportion of clinical experiences for the preservice candidate.

18. There should be some differentiation between the preparation of elementary and secondary teacher education candidates.

19. Student teaching placements ought to be made generally on the basis of full-day assignments over a relatively shorter period for elementary teacher education candidates and half-day assignments over a relatively longer period for secondary teacher education candidates.

20. A teaching major for a secondary teacher education candidate ought to be approximately the equivalent of a regular departmental academic major in terms of intellectual sophistication.

21. Prospective elementary teachers should be well grounded in all of the major curriculum areas that they may be expected to teach.

22. Candidates in elementary teacher education generally ought to pursue a professional program that is influenced to a considerable extent by the individual convictions of the professors who share in the responsibility.

23. Candidates in secondary teacher education generally ought to pursue a common-core professional program that is supported by all of the members of the secondary education faculty.

24. Any common-core teacher education program ought to include such basic elements as philosophical posture, planning, instructional

strategies, and evaluational techniques.

25. Curriculum in teacher education ought not be "overstandardized" to the extent that it destroys individual faculty uniqueness.

26. Even a common-core program ought not be structured too tightly.

III. Implied Resolutions as to Faculty

1. Effective teaching constitutes the most important aspect of the overall function of the Department of Education.

2. The department ought to strive for a person-to-person relationship between a professor and a student.

3. A professor is expected to contribute new ideas to society.

4. The department faculty ought to increase its efforts in research.

5. Appointments of new faculty members ought to be made with due consideration as to academic and intellectual qualifications.

6. Each professor is expected to assume the role of exemplary model in the areas of teaching, scholarship, and service.

7. Individual professors should be encouraged to confer frequently with faculty members of other universities and to participate in such activities as travel, consultation, community service, research, and writing for publication.

8. A mutually helpful relationship ought to exist between a faculty member and the department.

9. Each professor should define his or her individual goals within the larger framework of departmental goals.

10. Each professor ought to have the knowledge and facility to function effectively in terms of his or her self-defined role.

11. Diversity of philosophy or ideas on the part of faculty members

should be encouraged.

12. A professor should not use the department simply as a base of operations for his or her own particular endeavors.

13. The department ought to contribute to the personal enhancement of individual faculty members and to make each professor feel needed.

14. Faculty members should make their colleagues feel welcome to come to them for advice or support.

15. Individual faculty members ought to keep the department apprised of their professional activities so that they might enjoy the advantages of departmental encouragement and necessary support.

16. The department should make it possible for professors with similar educational philosophies to take advantage of opportunities for team work.

17. It should be possible for faculty members of differing, or even opposing, viewpoints to share a good working relationship without putting an individual professor in a position of having to support a philosophy to which he or she does not subscribe.

18. A professor with some particular expertise or perhaps having a strong conviction with respect to a certain issue might appropriately be invited to make a guest appearance in the class of another faculty member.

19. The department recognizes certain differences in the general expectations of secondary education and elementary education faculty, one such assumption being that members of the secondary education division are more desirous of unification and seem more committed to supporting a common-core program, whereas elementary education members prize diversity and tend more to emphasize individual convictions in their course offerings.

20. The Department ought to plan a definite orientation for each newly appointed faculty member with respect to matters of tradition, procedure, and opportunities.

IV. Implied Resolutions
as to Candidates

1. Current teacher education admissions criteria are not entirely adequate.
2. A teacher education admissions policy ought to be aggressive in the matter of active recruitment of candidates of the quality that the department might wish to attract.
3. The department is opposed to any externally imposed admissions quotas.
4. Whether a candidate can meet established requirements and whether the department concerned has the overall capacity to serve the student adequately are the only justifiable grounds for limiting student admissions in a university department.
5. A positive self-image ought to be regarded as a basic requirement for admission to teacher education.
6. The characteristic of genuinely caring for children is highly important in a teacher education candidate.
7. There ought to be a continuing relationship between each teacher education candidate and at least one faculty member.
8. The department is opposed to giving a candidate in teacher education complete freedom in determining his or her own educational experiences.
9. The department ought to value individual differences among teacher education candidates and encourage the development of unique qualities.

10. Candidates in teacher education ought to be encouraged to develop their own professional goals.

11. Teacher education candidates should be encouraged to seek, to pursue, and to enjoy learning for its own sake.

12. Prospective teachers should be encouraged to become more trusting and cooperative, to share ideas, and to function as members of teams and groups.

13. Candidates in teacher education ought to be helped to become more flexible and adaptive.

14. Candidates in teacher education need to develop the quality of genuinely caring for other people.

15. Candidates in teacher education must develop a genuine dedication to the teaching profession.

16. Prospective teachers ought to believe that what they teach is going to make a real difference in their students.

17. Teacher education candidates ought to be informed with respect to the matter of securing a teaching position.

18. Post-graduation evaluation of teacher education candidates ought to include a consideration of their continued growth as inservice teachers.

19. Frequent and regular feedback concerning teacher education programs should be elicited from the candidates.

20. Efforts to evaluate teacher education programs should include exit interviews, questionnaires, and other follow-up procedures.

21. Program evaluation ultimately ought to be in terms of on-the-job performance of the candidates.

V. Implied Resolutions as to Extradepartmental Relationships

1. The Department of Education supports a general policy of interdepartmental cooperation at the University of Utah.
2. The department should strive to keep the academic departments of the university aware of potential opportunities for such departments to work directly with teachers in the public schools.
3. The department favors an arrangement with cooperating school districts that would enable professors to work with a significant number of teachers assigned to a particular school in which there is positive administrative support.
4. The department favors a policy of complete freedom in the selection of cooperating teachers who will work with department faculty members in student teaching and other clinical experiences for candidates in teacher education.
5. The department ought to do everything within reason to enhance the role and prestige of the cooperating teacher including the scheduling of seminars and workshops on a regular basis.
6. School personnel who work directly with the department in various teacher education endeavors ought to receive some form of compensation from the University of Utah.

CHAPTER THREE

A RATIONALE AND RECOMMENDED GUIDELINES FOR DETERMINING OPTIMUM STUDENT CAPACITIES

Again, the Department of Education of the University of Utah has reaffirmed its long-held conviction that the only justifiable grounds for restricting or limiting the numbers of students who may be admitted to and retained in teacher education programs are (1) whether a particular candidate can satisfy the established minimum requirements for admission, retention, and --ultimately--graduation, and (2) whether each of the various departments and agencies that will be called upon to serve the student has the overall capacity to provide quality programs in terms of instruction, guidance, and essential services.

Taking this as a basic assumption, there are perhaps six major questions to be considered in the whole matter of determining optimum student capacities in the department:

1. What are the minimum requirements that ought to be established for admission, retention, and graduation with respect to each of the programs in teacher education that are offered by the Department of Education?
2. What, in the judgment of the department faculty, are the significant characteristics of quality teacher education pertinent to each of the programs?
3. What are the limitations of the University of Utah as a whole in

terms of providing adequately for the candidate's general education and well-being as a student?

4. What restrictions as to numbers of candidates in each of the programs in teacher education are likely to be imposed by each of the academic departments and other agencies that participate in the total teacher education enterprise of the University of Utah?
5. What are the restrictions or limitations that may be imposed by the several school districts that cooperate in the various teacher education programs of the department?
6. What is the overall capacity of the Department of Education in relation to each of the teacher education programs?

The following discussion focuses upon each of the relevant considerations.

Recommended Requirements for Admission, Retention, and Graduation

Whenever a candidate is admitted to one of the teacher education programs of the Department of Education, there is implicitly the hope and reasonable expectation that he or she will be able to complete the program satisfactorily through to graduation and certification as a teacher. While the matter of graduation is totally within the purview of the university, the granting of teacher certificates is a prerogative that has been vested with the State Board of Education. Within recent years, it has been the practice of that agency to grant an individual teacher's certificate upon the recommendation of the university or college in which the candidate completed his or her professional preparation. In order to satisfy its own accountability as to professional licensing practices, the State Board of Education arranges periodically to review the ongoing programs of the various teacher-preparing institutions with which it maintains active relationships. Two points that ought to be recognized are (1) that distinctive purposes and conditions obtain between the requirements for graduation from the university and the requirements for certification as a teacher, and (2) that policies of admission and retention of candidates in teacher education programs in the Department of Education must necessarily mesh with the letter and intent of both sets of requirements.

For approximately the past three decades, matters of admission and retention of candidates in teacher certification programs at the University of Utah have been systematically regulated by deliberate policy. While there have been several modifications and adjustments over the years in specific implementation of that policy, the basic function has, in general, continued without major overhaul or serious breakdown. Originally an interdepartmentally-shared responsibility within the State College of Education (since redesignated the Graduate School of Education), admission and retention are presently within the scope of the University Council on Teacher Education, which, in turn, delegates operational responsibility to a representative committee. Applicants seeking admission to teacher education programs are required to furnish evidence as to qualification in terms of general health, basic scholarship, and potential for professional growth. Retention in the programs is not automatically assured, but rather is contingent upon the candidate's maintaining an appropriate level of achievement and expectation.

While current policies covering admission and retention of candidates in teacher education programs are not regarded as entirely adequate,* there seems to be no sentiment for either abolishing or weakening existing policies.

---

*Implied Resolution IV-1.

On the contrary, there is substantial demand, either clearly stated or to be inferred, that criteria be even more selective.

The department places a high priority upon its role in improving the quality of teaching in the public schools.* Personal and academic prerequisites for a professional curriculum that will contribute significantly toward such an achievement call for teacher education candidates of high caliber.** A straightforward policy of deliberate selectivity is, therefore, needed. Rather than yield to inevitable pressures to water down a rigorous professional curriculum to compensate for any lack of corresponding readiness on the part of the candidates, the department, according to the recommendation, must actively recruit teacher education candidates who are capable of meeting adopted standards.***

Selectivity based upon certain personal qualities is obviously an important aspect of the recommendation for active recruitment of teacher education candidates. The department has a firm conviction that there are identifiable human values and attitudes that must be developed in children and youth,**** and that these values and attitudes may best be developed by teachers whose own lives have somehow been correspondingly enriched. Although much may be accomplished through careful designing and implementing of professional curriculum, the opportunity may be greatly enhanced by purposefully seeking out for admission to teacher education programs those candidates with the greatest potential for professional growth along these lines. The following personal qualities are therefore recommended as desirable criteria to consider in the admission and retention of teacher education candidates.*

---

*Implied Resolutions I-2, 12.

**Implied Resolutions II-3, 4, 5, 6, 7, 8, 9, 10, 13, 14, 15, 16, 21.

***Implied Resolution IV-2.

****Implied Resolutions II-3, 4, 7, 8.

1. Positive self-image.
2. Genuine caring for people in general and children in particular.
3. Uniqueness.
4. Self-actuating.
5. Enthusiasm for study.
6. Functional sociability.
7. Flexibility and adaptability.
8. Dedication to the teaching profession.
9. Belief in the power of teaching.

Concern for the cognitive aspects of teaching-learning relationships points up another possible advantage of an assertive policy of active recruitment. Since a major portion of the school's daily business is dealing systematically in knowledge, the need for teachers who can communicate knowledge effectively to children and youth should be recognized. Admissions criteria, therefore, ought to serve to attract candidates who are especially well qualified with respect to three additional considerations.**

1. Facility in communication skills.
2. Familiarity with pertinent fields of formalized knowledge.
3. Potential for continued mastery of knowledge areas that the candidate will be expected to teach.

Characteristics of Quality Teacher Education

Providing teacher education of high quality has long been a matter of deep and continuous concern in the Department of Education. But for more than twenty years a hard-working faculty scrambled to do what had to be done in terms of preparing enough candidates to supply a constantly expanding job market as a postwar baby boom tidal-waved through the public schools. Despite the pressure to achieve in quantity, there was never during those hectic decades any relaxation of standards. Not until recently, however --not until the population explosion had peaked and the supply and demand equation in teaching positions had leveled out--has there been any suggestion that limiting the numbers of teacher education candidates constitutes an acceptable option in striving for excellence in teacher education programs. The notion of actually placing restrictions on enrollments as a legitimate safety value in assuring quality curriculum and instruction is a radical point of view in the Department of Education. But it is an idea that, at long last, has come of age. The department is finally convinced that it not only has a right, but even a professional obligation, to hold admissions to teacher education programs to numbers that are commensurate with the maintaining of excellence in programs.

---

*Implied Resolutions IV-5, 6, 9, 10, 11, 12, 13, 14, 15, 16.

**Implied Resolutions II-3, 13, 20, 21.

Many of the implied resolutions that were presented in an earlier portion of this report reflect, in some way, expressions of concern for quality in teacher education. And, in several instances, that concern is focused upon the degree to which the quality of programs may be affected according to the numbers of candidates pursuing such programs.

Developing teachers who will function effectively in the elementary and secondary schools is, of course, a major purpose of the department. To a great extent, such on-the-job effectiveness is assured through professional education experiences that have been purposely designed to accommodate to individual differences and to enhance uniqueness in professional growth.* Favorable student-faculty ratios are essential to the success of any program that is deliberately tailored to the peculiar needs of the individual candidate. Whenever a student-faculty ratio is allowed to become significantly out of balance, the relationship is inevitably altered and the nature of the program is commensurately changed.

The teacher education programs to which the Department of Education is committed require breathing space. Candidates are encouraged to seek, to pursue, and to enjoy learning for its own sake. They are expected to experiment and to explore. They are to consider a variety of approaches, to enjoy processes of teaching and learning, to evaluate various models of good teaching, and to be critically selective.** These are characteristics of teacher education programs that cannot be overcrowded if the essential level of individual freedom is to be sustained.

The department is committed to helping candidates develop positive self-images. To this end, it is seen as important that the candidate have opportunity to relate on a person-to-person basis with individual members of the faculty. Also, candidates are expected to share ideas, to function as members of teams and groups, and to develop the quality of caring.***

The department has a strong conviction that teacher education curriculum ought to include a significant proportion of clinical experiences for the preservice candidate. This, of course, has implications as to the numbers of candidates who may be accommodated.****

---

*Implied Resolutions I-2, 10; IV-9.

**Implied Resolutions II-1, 2, 8; IV-11.

***Implied Resolutions II-4; III-2; IV-7, 12, 14.

****Implied Resolutions II-17.

The department seeks to foster career orientation on the part of its candidates through encouraging them to develop their own professional goals. Candidates in teacher education must develop a genuine dedication to the teaching profession. Above all, they must believe that what they teach is going to make a real difference in their students. These, again, are objectives that are best achieved under conditions that are uncrowded and unhurried.*

The Department of Education is committed to high quality teacher education. The quality of its programs must not be jeopardized through forced accommodation to unrestricted numbers of candidates. Whenever quality and unlimited enrollments come into conflict, quality must be maintained. In such instances, admission of candidates must necessarily be restricted.

Limitations of the University in General

The question as to possible limitations of the University of Utah as a whole in terms of providing adequately for the candidate's general education and well-being as a student may appear more theoretical than practical. There is some tendency to take for granted that the university is "there" to continue indefinitely in much the same role that it has played for the past fifty or one hundred years. In any event, it may seem that little can be done by way of incorporating its variegated confluences into a scheme for setting optimum student capacities in teacher education programs. Nevertheless, the university in general does constitute a determining factor.

It may seem less than profound to observe that every teacher education candidate in the Department of Education is first a university student, with whatever benefits and limitations accrue. Matters pertaining to student affairs, financial arrangements, class scheduling, record keeping, library facilities, physical plant, and even that intangible "school spirit" are all perquisites of membership in the total university, although directly affecting the circumstances of candidacy in teacher education. The capacity of the university overall very definitely constitutes a point of potential limitation, albeit a difficult one to project.

---

*Implied Resolutions IV-10, 15, 16.

Restrictions Imposed by Academic Departments and Other Agencies

To date, there have been no restrictions on numbers of teacher education candidates imposed by the academic departments and various supporting agencies of the university. And, again, it may become convenient to take for granted that the departments offering programs and course work in the disciplines will continue indefinitely to serve teacher education candidates in unlimited numbers. This may be a dangerous attitude, for it is entirely within the realm of possibility that, at any time, the academic departments and supporting agencies may discover that their capacities are finite, and that it has become necessary to impose enrollment limitations.

While there is no particular reason to suspect that such a development is either inevitable or imminent, it does make good sense to realize that continued unlimited service is not guaranteed. Furthermore, since the Department of Education places a high priority on quality teaching majors for candidates in secondary teacher education and excellent course work for elementary teacher education candidates,* it may well be that such limits in the academic departments ought even be encouraged by way of insuring such quality. In any event, a real possibility to be considered is that, at some future point--either with or without warning--restrictions on teacher education admissions may result from decisions within the academic departments and other agencies.

---

*Implied Resolutions II-20, 21.

Restrictions Imposed by the Cooperating School Districts

That the Department of Education is totally at the mercy of the cooperating school districts in the matter of carrying out the clinical aspects of its teacher education programs is a sobering realization. Maintaining a good working relationship with the school districts no doubt constitutes the most fragile aspect of the department's entire operation--particularly of its preservice programs. Not only do existing arrangements pose numerous complexities in terms of any efforts to introduce alternatives or improvements in student teaching and other clinical experiences for preservice candidates, but there is not even assurance that agreements now being honored may be continued indefinitely. The disquieting fact is that the school districts have the prerogative of withdrawing from the relationship altogether; and, should they choose to exercise that prerogative, the department would surely be left high and dry.

To an extent, the arrangements for student teaching and other clinical experiences that obtain between the department and the cooperating school districts are an anachronism. That the understanding has worked as smoothly as it has over the years is probably due more to a not-entirely-forgotten pioneer tradition of mutual cooperation--and perhaps just plain luck--than to any deliberate effort to implement systematic management practices. Certainly, the present agreement is not completely satisfactory from the viewpoint of either party. And it should be understood that important changes in conditions are long overdue and ought to be negotiated.

By and large, the school districts have been both gracious and generous in responding to the requests of the department to provide opportunities for clinical and laboratory experiences for candidates in teacher education. In fairness, it must be conceded that the university students have, to a considerable extent, carried their own weight--benefitting the situation, in many instances, almost commensurately with the help that they have received. Nevertheless, the relationship has, in general, served as a beggar's market for the department. Stipends that have been paid to cooperating teachers who work with student teachers have really been more token than substantive, while district teachers who have volunteered to accept university students in a variety of classroom participation endeavors other than student teaching have been rewarded solely in terms of appreciation.

The Department of Education is convinced that a much more business-like arrangement is basic to any consistency in the quality of its clinical and laboratory operation. Whatever, within reason, may enhance the role and prestige of the cooperating teacher must be done, including such realistic considerations as the scheduling of seminars and workshops on a regular basis. Of even greater significance is the fundamental notion that school personnel who work directly with the department in various teacher education endeavors ought to be compensated accordingly by the University of Utah. In short, standard business practices ought to be followed.

Not only are there areas of long-term dissatisfaction on the part of cooperating teachers and other school personnel, but present arrangements between the department and the cooperating school districts leave much to be desired from the standpoint of the department, as well. As already mentioned, the Department of Education believes strongly that teacher education curriculum ought to include a significant proportion of clinical experiences for preservice candidates.* Either stated or implied are rather definite specifications as to characteristics of quality teacher education, including the clinical and laboratory aspects.

As noted earlier, the department is committed to a general policy of openness, of being regularly engaged in experimentation, and of constantly looking for alternative approaches.** As applied to student teaching and other clinical experiences, this means a great deal of freedom to restructure both curriculum and instructional procedures in the cooperating schools from time to time. In fact, it may call for a level of freedom with which not every classroom teacher may feel comfortable, making it necessary either to curtail the degree of experimental freedom or to secure the services of cooperating teachers who can take such departures from established patterns in stride.

In general, the Department of Education regards it as important that candidates in teacher education deliberately test the outer limits of their capabilities as prospective teachers. Student teachers and other participants should be encouraged in their individual differences and helped in the development of their own professional goals.*** Such objectives have implications for the kinds of public school experiences the candidates should seek.

Teacher education candidates should have opportunity, it is held, to promote vigorous school-based activity, to enjoy the lively give and take that is possible in a freedom-oriented classroom, and learn to direct educational experiences that are joyful, interesting, and worthwhile. It is felt that student teachers and other participants need to find out for themselves that occasional mistakes by learners are an integral part of the process.* To guarantee that each teacher education candidate will be able to incorporate such exploratory activity into his or her clinical experiences places heavy demands for accommodation upon the cooperating school districts.

---

*Implied Resolution II-17.

**Implied Resolution I-16.

***Implied Resolutions IV-9, 10.

The department would like to expect a great deal from the clinical aspects of its preservice teacher education programs. What is desired for each student teacher or other classroom participant is much more than visitor status; a more direct role in the school situation would be preferred. In fact, the department would favor a policy of complete freedom in the selection of cooperating teachers who will work with department faculty members in student teaching and other clinical experiences for candidates in teacher education.**

Obviously, such a free-wheeling influence in the cooperating schools is totally out of the question under present arrangements. A matter of more immediate concern is whether the department may successfully put off the day of reckoning, and possibly delay being excluded from the cooperating schools altogether. It ought to be understood that the restrictions that the cooperating school districts are fully capable of imposing are serious indeed.

Factors that Determine the Overall Capacity of the Department of Education

Limits as to overall capacity of the Department of Education are specified in terms of the numbers of candidates who may be well accommodated in preservice, inservice, and graduate teacher education programs that are focused upon early childhood, later childhood, adolescence, and young adulthood. In each instance, limits are presumed to be set at levels commensurate with high quality in every respect. In general, capacities within the department are determined by four principal factors: (1) the numbers of qualified faculty persons committed to each program, (2) the standard--or typical--faculty load and the apportionment of responsibilities, (3) the recommended student-faculty ratios with respect to course work, clinical experiences, and advisement, and (4) the availability of physical facilities, basic equipment, and necessary supplies.

---

*Implied Resolutions II-5, 6, 8, 9.

**Implied Resolution V-4.

Numbers of Qualified Faculty Persons Committed to Each Program

Uniqueness is prized in the Department of Education. Individuality is encouraged not only in regard to characteristics and aspirations of teacher education candidates, but also with respect to faculty members.* Highly individualistic professors generally make for an interesting faculty, but the very differences that are valued may thwart any simplistic division of responsibility within a department. With a strongly individualistic faculty, the parts, as it were, are not interchangeable; and it is not feasible merely to assign a proportionate number of members to each of the various programs in a department. Rather, the capacity of a given program will be determined to a considerable extent by the number of qualified professors whose interests and areas of expertise happen to coincide with the purposes of that particular program. In determining the overall capacity of the department, therefore, it is important that limits be set according to a deliberate matching of faculty commitment with a careful cataloging of expectations for each program.* The declared capacity of any such program should not, of course, exceed the number of candidates who may be properly accommodated by available faculty members who are actually committed to that program.

---

*Implied Resolutions I-13, 14, 15; III-9, 10, 11.

Standard Faculty Load and Apportionment of Responsibilities

An outstanding faculty is an essential ingredient of high quality teacher education. For a departmental faculty to maintain a significant degree of excellence over an extended period of time requires that individual teaching loads and apportionment of related responsibilities be held to reasonable levels. The achievement of excellence calls for an unstinting investment of professorial time and energy. Decisions as to faculty load, therefore, must protect the integrity of that considerable investment.

The Department of Education is committed to high quality teacher education in both preservice and inservice phases, and it accords highest priority to serving the undergraduate and graduate students who are registered in its various programs. But, even though effective teaching is readily acknowledged as the most important aspect of the department's overall function, there is a variety of professional challenges--more or less typical of university ferment--that must regularly be undertaken.**

If the department is to live up to its own high expectations and prove worthy of the respect and confidence of school people throughout the state in the solving of education problems, a significant portion of its total effort must necessarily be focused upon the cutting edge of development in teacher education.* The declared policy of the department is one of openness, of being regularly engaged in experimentation, and of constantly probing for alternative approaches. Graduate programs must include not only the preparation of master teachers, but also the production of respectable research.**

---

*Implied Resolutions II-18, 22, 23.

**Implied Resolutions I-3, 5; III-1.

These are but a few examples of the kinds of scholarly and creative endeavors that must be regarded as a normal way of life in the Department of Education. Nonetheless, they suffice to underscore the realization that decisions as to faculty load expectations within the department must be made with care and judiciousness. In addition, such considerations point up rather clearly that faculty load standards and apportionment of related responsibilities constitute an actual contingency with respect to the admission and retention of candidates in teacher education programs.

Recommended Student-Faculty Ratios as to Course Work, Clinical Experiences, and Advisement

As discussed in the preceding paragraphs, one vital aspect of faculty limitation as it pertains to overall departmental capacity is that of standard teaching load in a department. Another limiting factor--and possibly of equal cruciality--is the matter of student-faculty ratios in course work offerings, in connection with clinical experiences, and with respect to faculty advisement of undergraduate and graduate students.

The Department of Education, as already noted, is committed to helping candidates find themselves and reach their maximum effectiveness as individuals, to develop positive self-images, to be encouraged in their uniqueness, and to identify and work toward their own professional goals.* Contributory to such important outcomes are curricular and instructional practices that are integral to the caliber of teaching that the department strives to achieve. It is believed that candidates must have adequate opportunity to relate on a one-to-one basis with faculty members, to work informally as members of small teams and groups, and generally to take an active, questioning, exploratory role in their own professional preparation.**

---

*Implied Resolutions I-6; III-3, 4.

**Implied Resolutions I-11, 16.

Such individually-oriented teacher education programs impose noticeable demands upon the time and energy of dedicated faculty members. Under such conditions, teaching load expressed simply in terms of separate course preparations constitutes an inadequate assessment of professorial effort. Of nearly equal concern in approaches that are personalized to any significant extent is the actual number of students who may be registered in a given section of a course. While recommended standards in this respect may vary from course to course and from professor to professor, it is generally agreed that a constant increase in the number of students registered in a particular course section inevitably alters the nature of interpersonal relationships within the group. At some point, as the number of students continues to enlarge, what had been basically an informal situation takes on the attributes and structure of a formal relationship, with corresponding reductions in the degree of spontaneous participation. What is true in this regard as it pertains to student-faculty ratios in course work offerings is, if anything, even more dramatically substantiated with respect to clinical experiences and advisement relationships.

---

*Implied Resolutions I-10; II-4; IV-9, 10.

**Implied Resolutions III-1, 2; IV-7, 12.

It must be concluded that an important factor to be considered in determining overall departmental capacity is that of student-faculty ratios in various aspects of teacher education programs.

Availability of Physical Facilities, Basic Equipment, and Necessary Supplies

To borrow the essence of an historical observation that an army travels on its stomach, it may be said with equal appreciation that a university department functions in accordance with its stock of paper. In either situation, a fragile supply line surely represents a potential curtailment of operations. In the Department of Education, the pinch of inadequacies and shortages has already been felt; and it is likely that deficiencies will become even more acute in the very near future.

Physical facilities constitute the most obvious category of possible inadequacies. The opportunity to schedule class sessions, laboratory activities, and necessary conferences for most effective results calls for a ready availability of classrooms, meeting halls, and appropriate work areas at times and in locations of reasonable convenience. Rooms that are either too small or unnecessarily large, or that are not functionally designed may become an ultimate factor in determining class size.

As public education becomes even more inclined to incorporate newer developments in instructional technology into its routine procedures, there is a corresponding requirement that teacher education programs not only be kept abreast, but preferably maintained--at least in some respects--in the vanguard. The department regards training in the proper use of instructional media as an essential facet of quality teacher education.* To respond most favorably, candidates should have opportunity, first, to observe their professors making regular use of a variety of media in their own teaching, and, second, to receive direct instruction in the use of helpful resources and items of equipment. Implementing such a commitment obviously necessitates maintaining an adequate inventory of basic equipment.

---

*Implied Resolution II-14.

Supply shortages have been a problem in educational institutions at all levels since the innovation of slates and dunce caps. It has been occasionally observed--possibly in jest--that helping teacher education candidates to become accustomed to doing without certain items of supply may constitute one of the most realistic aspects of their preservice training, and one that has direct relevance to their subsequent inservice work. Be that as it may, an adequate stock of supplies to keep programs operating smoothly remains a matter for serious consideration.

One further factor, therefore, to be taken into account in assessing departmental capacities as to numbers of candidates in teacher education programs is the constant question of availability of physical facilities, basic equipment, and necessary supplies.

Summary of Guidelines for Specifying Student Capacities in Teacher Education Programs

Several facets of the whole matter of determining optimum student capacities in the Department of Education have been regarded in the foregoing. Following is a resume of the essential points that must be evaluated in specifying numbers of candidates who may justifiably be accepted into each of the various programs.

Conditions and Assumptions

Certain conditions and assumptions constitute a foundational structure upon which to relate each separate factor that must be considered in arriving at decisions as to student capacities.

1. A basic condition of candidacy in all teacher education programs at the University of Utah is that admission and retention are regulated by the University Council on Teacher Education. Requirements and specifications that are initiated by the Department of Education with respect to these actions must be implemented through the council.
2. An underlying assumption to which the Department of Education is solidly committed is that the only legitimate grounds for restricting or limiting the numbers of students in teacher education prorams are, first, whether a candidate can satisfy the established minimum requirements for admission to, retention in, and completion of the program in question; and, second, whether each of the various departments and agencies that will be called upon to serve the candidate has the overall capacity to provide quality programs in terms of instruction, guidance, and essential services.
3. A corollary assumption is that arbitrary or externally-imposed quotas (such as, for example, attempts to equate enrollments with projected job-market conditions) constitute an unmitigated violation both of the candidate's inherent right to seek an education and of the fundamental purposes of higher education in an open society.
4. A subsidiary principle with respect to the matter of determining optimum student capacities in the department is that, when a candidate is admitted to one of the teacher education programs, it is presumed that he or she will qualify for retention and will succeed through to completion of the program, including graduation and certification as a teacher.

Desirable Qualities of Candidates

Since it is largely through its teacher education candidates that the Department of Education hopes ultimately to effect improvements in the quality of teaching in the public schools, the department views admission and retention as matters of great significance. Consistent with this attitude is the conviction that the department ought to recruit actively for the quality of candidates who are deemed to have the greatest potential. In seeking out applicants, the following personal qualities are specified:

1. Positive self-image.
2. Genuine caring for people in general and children in particular.
3. Uniqueness.
4. Self-actuating.
5. Enthusiasm for study.
6. Functional sociability.
7. Flexibility and adaptability.
8. Dedication to the teaching profession.
9. Belief in the power of teaching.

In addition, the following intellectual qualities are sought:

1. Facility in communication skills.
2. Familiarity with pertinent fields of formalized knowledge.
3. Potential for continued mastery of knowledge areas that the candidate will be expected to teach.

Potentially Restricting or Limiting Conditions Outside of the Department of Education

There are certain conditions, both inside and outside of the department, that may make it advisable to restrict or limit the numbers of candidates who may be admitted to various teacher education programs. Chief among the conditions that obtain outside of the Department of Education are the following:

1. The overall capacity of the university in general may constitute a limiting factor in the admission and retention of candidates in teacher education.
2. Restrictions on teacher education admissions may result from decisions within the academic departments and other agencies.
3. The accommodation of teacher education candidates for student teaching and other clinical experiences in the public schools is totally dependent upon the capability and willingness of the cooperating school districts to continue in the agreement.

Potentially Restricting or Limiting Conditions
Within the Department of Education

Factors within the Department of Education that may bear upon decisions to restrict or limit the numbers of candidates in one or more of the programs in teacher education are the following:

1. The Department of Education has not only a right, but even a professional obligation, to hold enrollments in teacher education programs to numbers that are commensurate with the maintaining of excellence in programs. Whenever quality comes into conflict with unlimited enrollments, admission of candidates must be restricted accordingly.
2. Favorable student-faculty ratios are essential to the success of teacher education programs that have been purposely designed to accommodate to individual differences and to enhance uniqueness in professional growth.

3. Favorable student-faculty ratios must be maintained in student teaching and other clinical experiences.
4. The declared capacity of any of the various teacher education programs in the Department of Education must not exceed the number of candidates who may be properly accommodated by available faculty members who are actually committed to that particular program.
5. The admission and retention of candidates in teacher education programs in the Department of Education must be limited to numbers that do not exceed reasonable faculty load standards and apportionment of related responsibilities to individual professors.
6. The admission and retention of candidates in teacher education programs in the Department of Education must be limited to numbers that do not exceed the student-faculty ratios that have been established in specific course sections, clinical assignments, and advisement relationships.
7. The admission and retention of candidates in teacher education programs in the Department of Education must be limited to numbers commensurate with the availability of physical facilities, basic equipment, and necessary supplies.

CHAPTER FOUR

A BASIC DENOMINATOR FOR A COMPREHENSIVE PLAN OF EVALUATION

Consistent with the generally accepted notion that role definition and accountability in higher education are, for the most part, self-imposed, the matter of evaluation in a university department is properly one of critical self-examination. The implied resolutions that were submitted earlier in this report were derived from an intensity-of-agreement summary of responses of departmental faculty to a carefully developed opinionnaire, and they constitute a valid composite statement of aims and function of the Department of Education of the University of Utah. It is appropriate that the implied resolutions, thus obtained, be regarded as a legitimate point from which to construct a comprehensive plan of evaluation in the department.

The extent to which deliberate and objective applications of standards of implied resolution yield either positive or negative data may be accepted as a realistic assessment and basic to an evaluative index. Assuming that reliable measurement procedures are to be used, the Department of Education is capable of determining its relative effectiveness by means of judging the specifics of actual achievement in the light of corresponding facets of self-declared values and purposes.

By way of revealing the substance of eighty-nine implied resolutions in a form that is easily adaptable to various measurement procedures, each implied resolution, with one exception, is posed as one or more gradation-response questions. Multiple stems are intended to accommodate separate judgments pertaining respectively to the quality of teacher education programs focused upon early childhood, later childhood, adolescence, and young adulthood within each of the overall categories of preservice, inservice, and graduate teacher education.

Each evaluation question, together with its appropriate response stems, is displayed in a form that is easily converted to 5x8-inch cards for quick punch-sorting or other handling as desired. The questions are presented here according to the logical sequence of essential factors, as well as with reference to corresponding implied resolutions.

Stage I: Departmental Goals in Teacher Education

Evaluation Question 1 (Implied Resolution I-1)

To what extent is the Department of Education of the University of Utah recognized as a leader and a source of influence for the improvement of education throughout Utah?

--as pertaining to preservice teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to inservice teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to graduate teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

Evaluation Question 2 (Implied Resolution I-2)

To what extent do teachers who have completed programs in teacher education at the University of Utah function effectively in the schools?

--as pertaining to preservice teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to inservice teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to graduate teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

Evaluation Question 3 (Implied Resolution I-3)

To what extent is preservice teacher education included within the total responsibility of the Department of Education?

--as pertaining to teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

Evaluation Question 4 (Implied Resolution I-3)

To what extent does the Department of Education include inservice teacher education within its total responsibility?

--as pertaining to teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

Evaluation Question 5 (Implied Resolution I-4)

To what extent is the Department of Education available upon call to anyone who may be concerned about quality education in Utah?

--as pertaining to preservice teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to inservice teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to graduate teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

Evaluation Question 6 (Implied Resolution I-5)

To what extent does the Department of Education accord highest priority to the matter of serving the students registered in its programs?

--as pertaining to preservice teacher education programs focused upon

early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to inservice teacher education programs focused upon

early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to graduate teacher education programs focused upon

early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

Evaluation Question 7 (Implied Resolution I-6)

To what extent has the Department of Education earned the respect and confidence of school people throughout the state in regard particularly to resources, information, and assistance in the solving of educational problems?

--as pertaining to preservice teacher education programs focused upon

early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to inservice teacher education programs focused upon

early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to graduate teacher education programs focused upon

early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

Evaluation Question 8 (Implied Resolution I-7)

To what extent are local needs reflected in the objectives of the Department of Education?

--as pertaining to preservice teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to inservice teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to graduate teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

Evaluation Question 9 (Implied Resolution I-7)

To what extent are national needs reflected in the objectives of the Department of Education?

--as pertaining to preservice teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to inservice teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to graduate teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

Evaluation Question 10 (Implied Resolution I-8)

To what extent is the Department of Education doing significant work in the education of children in the two-to-five-year range?

--as pertaining to preservice teacher education programs ____________

--as pertaining to inservice teacher education programs ____________

--as pertaining to graduate teacher education programs ____________

Evaluation Question 11 (Implied Resolution I-9)

To what extent does the Department of Education regard the processes of learning as being as important as the product that is derived from the learning experience?

--as pertaining to preservice teacher education programs focused upon

- early childhood ____________
- later childhood ____________
- adolescence ____________
- young adulthood ____________

--as pertaining to inservice teacher education programs focused upon

- early childhood ____________
- later childhood ____________
- adolescence ____________
- young adulthood ____________

--as pertaining to graduate teacher education programs focused upon

- early childhood ____________
- later childhood ____________
- adolescence ____________
- young adulthood ____________

Evaluation Question 12 (Implied Resolution I-10)

To what extent does the Department of Education help candidates in teacher education find themselves and reach their maximum effectiveness as individuals?

--as pertaining to preservice teacher education programs focused upon

early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to inservice teacher education programs focused upon

early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to graduate teacher education programs focused upon

early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

Evaluation Question 13 (Implied Resolution I-11)

To what extent has the Department of Education produced research through its graduate programs in teacher education?

--as pertaining to teacher education programs focused upon

early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

Evaluation Question 14 (Implied Resolution I-11)

To what extent has the Department of Education achieved in the development of master teachers through its graduate programs in teacher education?

--as pertaining to teacher education programs focused upon

early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

Evaluation Question 15 (Implied Resolution I-12)

To what extent have the graduate programs of the Department of Education resulted in a significant improvement in teaching effectiveness in the public schools?

--as pertaining to graduate teacher education programs focused upon

early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

Evaluation Question 16 (Implied Resolution I-14)

To what extent has the Department of Education been able to combine the advantages of both unity and diversity in its professional goals?

--as pertaining to preservice teacher education programs focused upon
early childhood __________
later childhood __________
adolescence __________
young adulthood __________

--as pertaining to inservice teacher education programs focused upon
early childhood __________
later childhood __________
adolescence __________
young adulthood __________

--as pertaining to graduate teacher education programs focused upon
early childhood __________
later childhood __________
adolescence __________
young adulthood __________

Evaluation Question 17 (Implied Resolution I-15)

To what extent is each professor in the Department of Education free to identify his or her own purposes and to proceed accordingly?

--as pertaining to preservice teacher education programs focused upon
early childhood __________
later childhood __________
adolescence __________
young adulthood __________

--as pertaining to inservice teacher education programs focused upon
early childhood __________
later childhood __________
adolescence __________
young adulthood __________

--as pertaining to graduate teacher education programs focused upon
early childhood __________
later childhood __________
adolescence __________
young adulthood __________

Evaluation Question 18 (Implied Resolution I-16)

To what extent does the Department of Education function in terms of a general policy of openness, of being regularly engaged in experimentation, and of constantly looking for alternative ways of doing things?

--as pertaining to preservice teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to inservice teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to graduate teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

Stage II: Curriculum in Teacher Education

Evaluation Question 19 (Implied Resolution II-1)

To what extent does the teacher education curriculum of the Department of Education foster within the candidate a professional curiosity and a willingness to experiment and explore?

--as pertaining to preservice teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to inservice teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to graduate teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

Evaluation Question 20 (Implied Resolution II-2)

To what extent does the professional curriculum of the Department of Education provide more than one model for good teaching?

--as pertaining to preservice teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to inservice teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to graduate teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

Evaluation Question 21 (Implied Resolution II-3)

To what extent does a teacher education candidate in the Department of Education learn how to help each child approach knowledge with confidence and an attitude of selectivity in terms of the child's own personal needs and opportunities?

--as pertaining to preservice teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to inservice teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to graduate teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

Evaluation Question 22 (Implied Resolution II-4)

To what extent does the Department of Education help teacher education candidates to develop positive self-images?

--as pertaining to preservice teacher education programs focused upon
early childhood ______________
later childhood ______________
adolescence ______________
young adulthood ______________

--as pertaining to inservice teacher education programs focused upon
early childhood ______________
later childhood ______________
adolescence ______________
young adulthood ______________

--as pertaining to graduate teacher education programs focused upon
early childhood ______________
later childhood ______________
adolescence ______________
young adulthood ______________

Evaluation Question 23 (Implied Resolution II-5)

To what extent do teacher education candidates in the Department of Education learn how to promote active doing on the part of students in the classroom?

--as pertaining to preservice teacher education programs focused upon
early childhood ______________
later childhood ______________
adolescence ______________
young adulthood ______________

--as pertaining to inservice teacher education programs focused upon
early childhood ______________
later childhood ______________
adolescence ______________
young adulthood ______________

--as pertaining to graduate teacher education programs focused upon
early childhood ______________
later childhood ______________
adolescence ______________
young adulthood ______________

Evaluation Question 24 (Implied Resolution II-6)

To what extent do teacher education candidates in the Department of Education learn to regard occasional mistakes by active learners as both inevitable and acceptable?

--as pertaining to preservice teacher education programs focused upon

early childhood ______
later childhood ______
adolescence ______
young adulthood ______

--as pertaining to inservice teacher education programs focused upon

early childhood ______
later childhood ______
adolescence ______
young adulthood ______

--as pertaining to graduate teacher education programs focused upon

early childhood ______
later childhood ______
adolescence ______
young adulthood ______

Evaluation Question 25 (Implied Resolution II-7)

To what extent are skills in the development of meaningful personal relationships emphasized in the professional curriculum of prospective teachers in the Department of Education?

--as pertaining to preservice teacher education programs focused upon

early childhood ______
later childhood ______
adolescence ______
young adulthood ______

Evaluation Question 26 (Implied Resolution II-8)

To what extent do teacher education candidates in the Department of Education learn to enjoy the processes of teaching and learning?

--as pertaining to preservice teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to inservice teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to graduate teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

Evaluation Question 27 (Implied Resolution II-9)

To what extent do teacher education candidates in the Department of Education acquire proficiency in presenting learning experiences which are--in and of themselves--pleasurable, exciting, and satisfying?

--as pertaining to preservice teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to inservice teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to graduate teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

Evaluation Question 28 (Implied Resolution II-10)

To what extent do teacher education candidates in the Department of Education develop a good understanding, not only of the students with whom they will work directly, but of both younger and older individuals as well?

--as pertaining to preservice teacher education programs focused upon

early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to inservice teacher education programs focused upon

early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to graduate teacher education programs focused upon

early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

Evaluation Question 29 (Implied Resolution II-11)

To what extent is training in human relations included in the professional curriculum of the Department of Education?

--as pertaining to preservice teacher education programs focused upon

early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to inservice teacher education programs focused upon

early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to graduate teacher education programs focused upon

early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

Evaluation Question 30 (Implied Resolution II-12)

To what extent is a broad overview of education included in the preservice preparation of teacher education candidates in the Department of Education?

--as pertaining to preservice teacher education programs focused upon

early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

Evaluation Question 31 (Implied Resolution II-13)

To what extent is the development of communication skills included in the professional curriculum of the Department of Education?

--as pertaining to preservice teacher education programs focused upon

early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to inservice teacher education programs focused upon

early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to graduate teacher education programs focused upon

early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

Evaluation Question 32 (Implied Resolution II-14)

To what extent are teacher education candidates in the Department of Education helped to acquire skills in the effective use of instructional media?

--as pertaining to *preservice* teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to *inservice* teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to *graduate* teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

Evaluation Question 33 (Implied Resolution II-15)

To what extent do teacher education candidates in the Department of Education come to understand that the fostering of creativity and freedom in the classroom requires a special kind of structure and discipline?

--as pertaining to *preservice* teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to *inservice* teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to *graduate* teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

Evaluation Question 34 (Implied Resolution II-16)

To what extent do teacher education candidates in the Department of Education learn--in addition to the matter of facilitating learning--how to provide direct leadership and guidance in the learning process?

--as pertaining to preservice teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to inservice teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to graduate teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

Evaluation Question 35 (Implied Resolution II-17)

To what extent does the teacher education curriculum of the Department of Education include a significant proportion of clinical experiences for the preservice candidate?

--as pertaining to preservice teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

Evaluation Question 36 (Implied Resolution II-18)

To what extent does the Department of Education provide appropriate differentiation between the preparation of elementary and secondary teacher education candidates?

--as pertaining to preservice teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to inservice teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to graduate teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

Evaluation Question 37 (Implied Resolution II-19)

To what extent does the Department of Education generally make student teaching placements for elementary teacher education candidates on the basis of full-day assignments?

--as pertaining to preservice teacher education programs focused upon
early childhood ____________
later childhood ____________

Evaluation Question 38 (Implied Resolution II-19)

To what extent does the Department of Education generally make student teaching placements for secondary teacher education candidates on the basis of two different half-day assignments?

--as pertaining to preservice teacher education programs focused upon
adolescence ____________
young adulthood ____________

Evaluation Question 39 (Implied Resolution II-20)

To what extent is the teaching major that is required for secondary teacher education candidates in the Department of Education approximately the equivalent of a regular departmental academic major in terms of intellectual sophistication?

--as pertaining to preservice teacher education programs focused upon
adolescence ____________
young adulthood ____________

Evaluation Question 40 (Implied Resolution II-21)

To what extent do elementary teacher education candidates in the Department of Education become well grounded in all of the curriculum areas that they may be expected to teach?

--as pertaining to preservice teacher education programs focused upon
early childhood ____________
later childhood ____________

--as pertaining to inservice teacher education programs focused upon
early childhood ____________
later childhood ____________

--as pertaining to graduate teacher education programs focused upon
early childhood ____________
later childhood ____________

Evaluation Question 41 (Implied Resolution II-22)

To what extent is elementary teacher education curriculum in the Department of Education influenced by the individual convictions of the professors who offer the courses?

--as pertaining to preservice teacher education programs focused upon
early childhood ____________
later childhood ____________

--as pertaining to inservice teacher education programs focused upon
early childhood ____________
later childhood ____________

--as pertaining to graduate teacher education programs focused upon
early childhood ____________
later childhood ____________

Evaluation Question 42 (Implied Resolution II-23)

To what extent do secondary teacher education candidates in the Department of Education pursue a common-core professional program that is supported by all of the members of the secondary education faculty?

--as pertaining to preservice teacher education programs focused upon
adolescence ____________
young adulthood ____________

--as pertaining to inservice teacher education programs focused upon
adolescence ____________
young adulthood ____________

--as pertaining to graduate teacher education programs focused upon
adolescence ____________
young adulthood ____________

Evaluation Question 43 (Implied Resolution II-24)

To what extent do those teacher education programs in the Department of Education that are regarded as common-core include such basic elements as philosophical posture, planning, instructional strategies, and evaluational techniques?

--as pertaining to preservice teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to inservice teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to graduate teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

Evaluation Question 44 (Implied Resolution II-25)

To what extent has the Department of Education, in its efforts to develop common-core teacher education programs, avoided the hazard of any "overstandardizing" that might jeopardize individual faculty uniqueness?

--as pertaining to preservice teacher education programs focused upon
early childhood __________
later childhood __________
adolescence __________
young adulthood __________

--as pertaining to inservice teacher education programs focused upon
early childhood __________
later childhood __________
adolescence __________
young adulthood __________

--as pertaining to graduate teacher education programs focused upon
early childhood __________
later childhood __________
adolescence __________
young adulthood __________

Evaluation Question 45 (Implied Resolution II-26)

To what extent has the Department of Education developed teacher education curricula that are reasonably flexible rather than too tightly structured?

--as pertaining to preservice teacher education programs focused upon
early childhood __________
later childhood __________
adolescence __________
young adulthood __________

--as pertaining to inservice teacher education programs focused upon
early childhood __________
later childhood __________
adolescence __________
young adulthood __________

--as pertaining to graduate teacher education programs focused upon
early childhood __________
later childhood __________
adolescence __________
young adulthood __________

Evaluation Question 46 (Implied Resolution III-1)

To what extent does the Department of Education regard effective teaching as the most important aspect of its overall function?

--as pertaining to preservice teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to inservice teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to graduate teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

Evaluation Question 47 (Implied Resolution III-2)

To what extent in the Department of Education are there sufficient person-to-person relationships between professors and students?

--as pertaining to preservice teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to inservice teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to graduate teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

Evaluation Question 48 (Implied Resolution III-3)

To what extent do professors in the Department of Education contribute new ideas to society?

--as pertaining to faculty in teacher education programs focused upon

early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

Evaluation Question 49 (Implied Resolution III-4)

To what extent is the faculty of the Department of Education engaged in research?

--as pertaining to faculty in teacher education programs focused upon

early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

Evaluation Question 50 (Implied Resolution III-5)

To what extent are appointments of new faculty members in the Department of Education made with due consideration as to academic and intellectual qualifications?

--as pertaining to faculty in teacher education programs focused upon

early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

Evaluation Question 51 (Implied Resolution III-6)

To what extent does each professor in the Department of Education assume the role of exemplary model in the area of teaching?

--as pertaining to faculty in teacher education programs focused upon

early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

Evaluation Question 52 (Implied Resolution III-6)

To what extent does each professor in the Department of Education assume the role of exemplary model in the area of scholarship?

--as pertaining to faculty in teacher education programs focused upon

early childhood ___________
later childhood ___________
adolescence ___________
young adulthood ___________

Evaluation Question 53 (Implied Resolution III-6)

To what extent does each professor in the Department of Education assume the role of exemplary model in the area of service to the department, the university and the community?

--as pertaining to faculty in teacher education programs focused upon

early childhood ___________
later childhood ___________
adolescence ___________
young adulthood ___________

Evaluation Question 54 (Implied Resolution III-7)

To what extent are individual professors in the Department of Education encouraged to confer frequently with faculty members of other universities?

--as pertaining to faculty in teacher education programs focused upon

early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

Evaluation Question 55 (Implied Resolution III-7)

To what extent are individual professors in the Department of Education encouraged to participate in travel and related activities?

--as pertaining to faculty in teacher education programs focused upon

early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

Evaluation Question 56 (Implied Resolution III-7)

To what extent are individual professors in the Department of Education encouraged to engage in consultation work?

--as pertaining to faculty in teacher education programs focused upon

early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

Evaluation Question 57 (Implied Resolution III-7)

To what extent are individual professors in the Department of Education encouraged to participate in community service?

--as pertaining to faculty in teacher education programs focused upon

early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

Evaluation Question 58 (Implied Resolution III-7)

To what extent are individual professors in the Department of Education encouraged to engage in research?

--as pertaining to faculty in teacher education programs focused upon

early childhood ______________
later childhood ______________
adolescence ______________
young adulthood ______________

Evaluation Question 59 (Implied Resolution III-7)

To what extent are individual professors in the Department of Education encouraged to write for publication?

--as pertaining to faculty in teacher education programs focused upon

early childhood ______________
later childhood ______________
adolescence ______________
young adulthood ______________

Evaluation Question 60 (Implied Resolution III-8)

To what extent in the Department of Education does a mutually helpful relationship exist between a faculty member and the department?

--as pertaining to faculty in teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

Evaluation Question 61 (Implied Resolution III-9)

To what extent in the Department of Education does each professor define his or her individual goals within the larger framework of departmental goals?

--as pertaining to faculty in teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

Evaluation Question 62 (Implied Resolution III-10)

To what extent does each professor in the Department of Education have the knowledge and facility to function effectively in terms of his or her self-defined role?

--as pertaining to faculty in teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

Evaluation Question 63 (Implied Resolution III-11)

To what extent is diversity of philosophy or ideas on the part of faculty members encouraged in the Department of Education?

--as pertaining to faculty in teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

Evaluation Question 64 (Implied Resolution III-12)

To what extent is the Department of Education regarded by faculty members as being of greater significance than simply a base of operations for the individual professor's own particular endeavors?

--as pertaining to faculty in teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

Evaluation Question 65 (Implied Resolution III-13)

To what extent does the Department of Education contribute to the personal enhancement of individual faculty members and make each professor feel needed?

--as pertaining to faculty in teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

Evaluation Question 66 (Implied Resolution III-14)

To what extent do faculty members in the Department of Education make their colleagues feel welcome to come to them for advice or support?

--as pertaining to faculty in teacher education programs focused upon

early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

Evaluation Question 67 (Implied Resolution III-15)

To what extent do individual faculty members keep the Department of Education apprised of their professional activities?

--as pertaining to faculty in teacher education programs focused upon

early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

Evaluation Question 68 (Implied Resolution III-16)

To what extent in the Department of Education is it possible for professors with similar educational philosophies to take advantage of opportunities for team work?

--as pertaining to faculty in teacher education programs focused upon

early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

Evaluation Question 69 (Implied Resolution III-17)

To what extent is it possible in the Department of Education for faculty members of differing or opposing viewpoints to share a good working relationship?

--as pertaining to faculty in teacher education programs focused upon

early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

Evaluation Question 70 (Implied Resolution III-18)

To what extent would it be likely in the Department of Education that a professor with some particular expertise or perhaps having a strong conviction with respect to a certain issue might be invited to make a guest appearance in the class of another faculty member?

--as pertaining to faculty in teacher education programs focused upon

early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

Evaluation Question 71 (Implied Resolution III-19)

To what extent do secondary education professors in the Department of Education support a common-core teacher education program rather than emphasizing individual convictions in course offerings?

--as pertaining to preservice teacher education programs focused upon

adolescence ____________
young adulthood ____________

--as pertaining to inservice teacher education programs focused upon

adolescence ____________
young adulthood ____________

--as pertaining to graduate teacher education programs focused upon

adolescence ____________
young adulthood ____________

Evaluation Question 72 (Implied Resolution III-19)

To what extent do elementary education professors in the Department of Education tend to emphasize individual convictions in their course offerings rather than supporting a more unified common-core program?

--as pertaining to preservice teacher education programs focused upon

early childhood ____________
later childhood ____________

--as pertaining to inservice teacher education programs focused upon

early childhood ____________
later childhood ____________

--as pertaining to graduate teacher education programs focused upon

early childhood ____________
later childhood ____________

Evaluation Question 73 (Implied Resolution III-20)

To what extent does the Department of Education provide a systematic orientation for each newly appointed faculty member with respect to matters of tradition, procedure, and opportunities?

--as pertaining to faculty in teacher education programs focused upon

early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

Evaluation Question 74 (Implied Resolution IV-1)

To what extent are Department of Education faculty members making an effort to improve current teacher education admissions criteria?

--as pertaining to preservice teacher education programs focused upon

early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to graduate teacher education programs focused upon

early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

Evaluation Question 75 (Implied Resolution IV-2)

To what extent does the Department of Education, through adopted teacher education admissions policy, show aggressiveness in the matter of active recruitment of candidates of the quality that the department might wish to attract?

--as pertaining to preservice teacher education programs focused upon

early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to graduate teacher education programs focused upon

early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

Evaluation Question 76 (Implied Resolution IV-3)

To what extent does the Department of Education consistently resist any and all externally imposed admissions quotas with respect to candidates in teacher education?

--as pertaining to preservice teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to graduate teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

Evaluation Question 77 (Implied Resolution IV-4)

Assuming (1) that the applicant can meet established requirements, and (2) that the university department concerned has the overall capacity to serve the student adequately, to what extent does the Department of Education regard admission to university programs as the candidate's right?

--as pertaining to preservice teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to graduate teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

Evaluation Question 78 (Implied Resolution IV-5)

To what extent is evidence of positive self-image a requirement for admission to teacher education programs in the Department of Education?

--as pertaining to preservice teacher education programs focused upon

early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to graduate teacher education programs focused upon

early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

Evaluation Question 79 (Implied Resolution IV-6)

To what extent is the personal characteristic of genuinely caring for children a requirement for admission to teacher education programs in the Department of Education?

--as pertaining to preservice teacher education programs focused upon

early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to graduate teacher education programs focused upon

early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

Evaluation Question 80 (Implied Resolution IV-7)

To what extent in the Department of Education is there a continuing relationship between each teacher education candidate and at least one faculty member?

--as pertaining to preservice teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to inservice teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to graduate teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

Evaluation Question 81 (Implied Resolution IV-8)

To what extent does the Department of Education exercise its own judgment in certain critical decisions rather than giving teacher education candidates complete freedom to determine their own educational experiences?

--as pertaining to preservice teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to inservice teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to graduate teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

Evaluation Question 82 (Implied Resolution IV-9)

To what extent does the Department of Education value individual differences among teacher education candidates and encourage the development of their unique qualities?

--as pertaining to preservice teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to inservice teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to graduate teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

Evaluation Question 83 (Implied Resolution IV-10)

To what extent are teacher education candidates in the Department of Education encouraged to develop their own professional goals?

--as pertaining to preservice teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to inservice teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to graduate teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

Evaluation Question 84 (Implied Resolution IV-11)

To what extent are teacher education candidates in the Department of Education encouraged to seek, to pursue, and to enjoy learning for its own sake?

--as pertaining to preservice teacher education programs focused upon

early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to inservice teacher education programs focused upon

early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to graduate teacher education programs focused upon

early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

Evaluation Question 85 (Implied Resolution IV-12)

To what extent are teacher education candidates in the Department of Education encouraged to become more trusting and cooperative, including the sharing of ideas and functioning as members of teams and groups?

--as pertaining to preservice teacher education programs focused upon

early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to inservice teacher education programs focused upon

early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to graduate teacher education programs focused upon

early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

Evaluation Question 86 (Implied Resolution IV-13)

To what extent are candidates in teacher education in the Department of Education helped to become more flexible and adaptive?

--as pertaining to preservice teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to inservice teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to graduate teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

Evaluation Question 87 (Implied Resolution IV-14)

To what extent do candidates in teacher education in the Department of Education develop the quality of genuinely caring for other people?

--as pertaining to preservice teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to inservice teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to graduate teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

Evaluation Question 88 (Implied Resolution IV-15)

To what extent do teacher education candidates in the Department of Education develop a genuine dedication to the teaching profession?

--as pertaining to preservice teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to inservice teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to graduate teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

Evaluation Question 89 (Implied Resolution IV-16)

To what extent do teacher education candidates in the Department of Education believe that what they teach is going to make a real difference in their students?

--as pertaining to preservice teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to inservice teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to graduate teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

Evaluation Question 90 (Implied Resolution IV-17)

To what extent do teacher education candidates in the Department of Education receive systematic and reliable information and advice with respect to the matter of securing a teaching position?

--as pertaining to preservice teacher education programs focused upon

early childhood ___________
later childhood ___________
adolescence ___________
young adulthood ___________

--as pertaining to graduate teacher education programs focused upon

early childhood ___________
later childhood ___________
adolescence ___________
young adulthood ___________

Evaluation Question 91 (Implied Resolution IV-18)

To what extent in the Department of Education does evaluation of teacher education graduates include a consideration of their continued growth as inservice teachers?

--as pertaining to graduates who have completed preservice teacher education programs focused upon

early childhood ___________
later childhood ___________
adolescence ___________
young adulthood ___________

--as pertaining to graduates who have completed inservice teacher education programs focused upon

early childhood ___________
later childhood ___________
adolescence ___________
young adulthood ___________

--as pertaining to graduates who have completed graduate teacher education programs focused upon

early childhood ___________
later childhood ___________
adolescence ___________
young adulthood ___________

Evaluation Question 92 (Implied Resolution IV-19)

To what extent does the Department of Education elicit from teacher education candidates frequent and regular feedback concerning teacher education programs?

--as pertaining to preservice teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to inservice teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to graduate teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

Evaluation Question 93 (Implied Resolution IV-20)

To what extent does the Department of Education make use of exit interviews, questionnaires, and other follow-up procedures in an effort to evaluate teacher education programs?

--as pertaining to preservice teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to inservice teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to graduate teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

Evaluation Question 94 (Implied Resolution IV-21)

To what extent is program evaluation in the Department of Education ultimately in terms of on-the-job performance of the candidates?

--as pertaining to preservice teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to inservice teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to graduate teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

At Various Stages: Extradepartmental Relationships in Teacher Education

Evaluation Question 95 (Implied Resolution V-1)

To what extent is the Department of Education cooperative in matters of interdepartmental relations at the University of Utah?

--as pertaining to preservice teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to inservice teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

--as pertaining to graduate teacher education programs focused upon
early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

Evaluation Question 96 (Implied Resolution V-2)

To what extent does the Department of Education strive to keep the academic departments of the university aware of potential opportunities for such departments to work directly with teachers in the public schools?

--as pertaining to public school programs focused upon

early childhood ___________
later childhood ___________
adolescence ___________
young adulthood ___________

Evaluation Question 97 (Implied Resolution V-3)

To what extent does an arrangement exist between the cooperating school districts and the Department of Education that enables professors to work with a significant number of teachers assigned to a particular school in which there is positive administrative support?

--as pertaining to public school programs focused upon

early childhood ___________
later childhood ___________
adolescence ___________
young adulthood ___________

Evaluation Question 98 (Implied Resolution V-4)

To what extent does the Department of Education have complete freedom in the selection of cooperating teachers who will work with departmental faculty members in student teaching and other clinical experiences for candidates in teacher education?

--as pertaining to public school programs focused upon

early childhood __________
later childhood __________
adolescence __________
young adulthood __________

Evaluation Question 99 (Implied Resolution V-5)

To what extent does the Department of Education do everything within reason to enhance the role and prestige of the cooperating teacher, including the scheduling of seminars and workshops on a regular basis?

--as pertaining to cooperating teachers in programs focused upon

early childhood __________
later childhood __________
adolescence __________
young adulthood __________

Evaluation Question 100 (Implied Resolution V-6)

To what extent do school personnel who work directly with the Department of Education in various teacher education endeavors receive some form of compensation from the University of Utah?

--[illegible] pertaining to school personnel in programs focused upon

early childhood ____________
later childhood ____________
adolescence ____________
young adulthood ____________

Considerations for Measurement Procedures

The evaluation questions presented in the foregoing constitute a legitimate basis for a comprehensive plan of evaluation in the Department of Education of the University of Utah. Each of these questions has been formulated with the intention of accurately revealing the substance of all or some portion of one of the implied resolutions that were derived from an intensity-of-agreement summary of faculty responses to a carefully developed opinionnaire.

With but one exception,* each of the implied resolutions is reflected in at least one evaluation question. Since the essence of that excepted item was to deny any significance--one way or the other--to the relative incidence of philosophical solidarity throughout the department, there would appear to be no particular advantage in determining the degree to which such philosophical unity does or does not obtain. Therefore, no counterpart evaluation question has been submitted.

---

*Implied Resolution I-13.

Inasmuch as the implied resolutions are viewed in this report as a valid composite statement of aims and function of the department, it is consistent and reasonable to maintain that the evaluation questions as presented are, likewise, valid. That exactly one hundred questions have been included is wholly a matter of coincidence, and in no wise a reflection of some arbitrary limitation.

It is intended that these evaluation questions be regarded as a basic tool to be used either in evaluating the total function of the department or in assessing any of various facets of that total function. As a first step, it may prove helpful to transfer the total list of questions to 5x8-inch punch cards that have been coded for whatever categories may seem appropriate, making it convenient for a particular division of the department to isolate in just a few minutes a rather complete set of related and valid questions.

Also, it should be observed that the evaluation questions as presented are adaptable to several measurement techniques. They may, for example, be incorporated into such widely-different approaches as informal oral interviews, written-response opinionnaires, hard-evidence factual examinations, and authoritative judgments. If desired, some or all of the questions may be programmed for computer processing.

Finally, the response stems of the questions have deliberately been left open so that any gradation pattern may be selected. A possible four-point response scale, for instance, might offer such graduated choices as "not at all," "very little," "to some extent," and "to a great extent." Variations of course, are virtually unlimited.

In short, the purpose of presenting the one hundred evaluation questions as a flexible and rather open-ended list is to offer the greatest latitude in their application. It should be understood that the questions are not intended as a completed evaluative instrument, but rather as a basic denominator--the fundamental substance--for a comprehensive plan of evaluation in the department.

CHAPTER FIVE

RECOMMENDED PROCEDURES FOR AMENDING IMPLIED RESOLUTIONS, CAPACITY GUIDELINES, AND EVALUATION QUESTIONS

Eighty-nine implied resolutions identified through procedures discussed earlier in this report have been presented in Chapter Two as a valid summation of the aims and function of the Department of Education of the University of Utah, with *particular reference to April 30, 1975*--the principal date of faculty responses to the opinionnaire. However, since conditions are never static, what possibly may have constituted an authentic portrayal of departmental attitudes and aspirations at a given instant may be less than a true representation at some subsequent point in the shifting kaleidoscope of time. In order, therefore, for the findings and recommendations submitted herein to continue to serve as a useful management tool in the department over an extended period, there must be adequate provision for making necessary adjustments from time to time.

Inasmuch as the recommended guidelines for determining optimum student capacities have been based largely upon the implied resolutions, it will likely be necessary, also, to reconsider the guidelines periodically. Similarly, it must be anticipated that the one hundred evaluation questions, which comprise a principal resource or basic denominator for a comprehensive plan of evaluation, may require rephrasing occasionally.

Recommended Policy and Procedure for Amending Implied Resolutions

There are numerous facets to the constantly changing circumstances that may call for periodical reviews of particular points of either implied or declared resolution. Not only are there variations in societal, political, and economic trends, but there are important shifts in point of view within the department itself. To some extent, attitudes and convictions of an individual professor may become modified over a period of a few years. And, of course, the composition of the faculty as a whole may reflect significant philosophical refocusing as certain members retire or resign and new members are appointed. To take into account the inevitability of these and other changes in departmental aims and function, there must be a workable procedure for maintaining alignment between ever-changing circumstances and recognized departmental commitment. The following items of recommended policy and procedure for amending the implied resolutions are intended to meet precisely such a need.

1. Each of the implied resolutions is subject to amendment, including additions, deletions, changes, or nullifications as may be authorized by action of the Department of Education.
2. Additional resolutions may be declared by action of the department.
3. Consideration of, and action upon, proposed amendments will be scheduled annually for the February meeting of the Department of Education.
4. A proposal to amend an implied resolution or to declare an additional resolution may be initiated by any faculty member holding a regular appointment in the Department of Education.
5. Each proposal for amendment must be properly seconded and submitted in writing to the Chairperson of the Department of Education for

distribution to all members of the department faculty at least thirty calendar days prior to the February meeting.

6. Each member of the department holding a regular faculty appointment will be expected to participate in the decision by making one of the following responses to each amendment proposal.
   (a) Strongly Agree
   (b) Agree
   (c) No Opinion
   (d) Disagree
   (e) Strongly Disagree
7. A proposal to amend an implied resolution or to declare an additional resolution will be deemed to have been adopted if either of the following results obtains:
   (a) Responses of "Strongly Agree" by a simple majority of the total membership of the regularly-appointed department faculty, or
   (b) Responses of either "Strongly Agree" or "Agree" by a two-thirds majority of the regularly-appointed department faculty.
8. A proposal to amend an implied resolution or to declare an additional resolution will be deemed to have failed if neither of the above results obtains.
9. In case an amendment of an implied resolution is adopted, the following procedure will be in order:
   (a) The notation, "Amended" followed by the date of the action, will be entered in the margin at the left of the particular implied resolution as stated in the summary of Chapter Two of this report.
   (b) Changes of only a few words will be made by running a single horizontal line through any words that are to be deleted, and

clearly indicating the insertion of any words that are to be added.

(c) More substantial or more complicated changes will be effected by running a line through the entire original statement, and indicating in the margin the location of the approved statement.

10. In the event that an additional resolution is declared, the following procedure will be in order:

(a) The statement will be identified by assigning appropriate Roman and Arabic numerals to indicate the respective section and item number for the new resolution.

(b) The resolution will be typewritten on a separate sheet of paper and inserted immediately following the page, or pages, on which implied resolutions of that particular section appear.

(c) The notation, "Adopted" followed by the date, will be entered in the margin at the left of the newly declared resolution.

11. In the event than an implied resolution is nullified in its entirety, the following procedure will be in order:

(a) The notation, "Nullified" followed by the date of the action, will be entered in the margin at the left of the particular implied resolution.

(b) A single horizontal line will be run through the entire wording of the statement.

Recommended Policy and Procedure for Amending Student Capacity Guidelines

A summary of guidelines for specifying student capacities in teacher education programs in the department is included in Chapter Three of this report. As suggested already, it is to be expected that some of these guidelines, for one reason or another, may need to be reviewed occasionally. While, of course, it will be proper to reconsider a particular guideline at virtually any time, it will be especially important to question its continued validity whenever an underlying principle is altered through amendment of one of the implied resolutions. As shown in Table 3, fifty-three of the eighty-nine implied resolutions were considered in developing the capacity guidelines. Should one of these fifty-three be amended, an immediate re-evaluation of any affected guidelines will obviously be necessary. The recommended procedure for amending the student capacity guidelines corresponds basically to that outlined with respect to the implied resolutions.

Recommended Policy and Procedure for Amending Evaluation Questions

As with the implied resolutions and the student capacity guidelines, it is likely that occasional amendments of certain evaluation questions will be forthcoming. Inasmuch as each of the one hundred evaluation questions listed in Chapter Four of this report was developed as an outgrowth of one--or some facet of one--of the eighty-nine implied resolutions, it should be seen that a proposal to amend a given evaluation question may evolve directly out of a reconsideration of the item itself or indirectly as follow-up of an amended resolution. It is anticipated, therefore, that an amendment of one of the evaluation questions may be suggested whenever it seems appropriate for any reason.

Table 3 indicates the item-to-item relationship between the implied resolutions and the evaluation questions. Whenever an implied resolution is amended, the table may be consulted to determine precisely which of the evaluation questions ought, also, to be reviewed.

TABLE 3

RELATIONSHIP OF IMPLIED RESOLUTIONS TO EVALUATION QUESTIONS

Related Items*		Related Items*		Related Items*		Related Items*	
Implied Resolution	Evaluation Question	Implied Resolution	Evaluation Question	Implied Resolution	Evaluation Question	Implied Resolution	Evaluation Question
I-1	1	II-8	26	III-6	51	IV-3	76
I-2	2	II-9	27	III-6	52	IV-4	77
I-3	3	II-10	28	III-6	53	IV-5	78
I-3	4	II-11	29	III-7	54	IV-6	79
I-4	5	II-12	30	III-7	55	IV-7	80
I-5	6	II-13	31	III-7	56	IV-8	81
I-6	7	II-14	32	III-7	57	IV-9	82
I-7	8	II-15	33	III-7	58	IV-10	83
I-7	9	II-16	34	III-7	59	IV-11	84
I-8	10	II-17	35	III-8	60	IV-12	85
I-9	11	II-18	36	III-9	61	IV-13	86
I-10	12	II-19	37	III-10	62	IV-14	87
I-11	13	II-19	38	III-11	63	IV-15	88
I-11	14	II-20	39	III-12	64	IV-16	89
I-12	15	II-21	40	III-13	65	IV-17	90
I-13	--	II-22	41	III-14	66	IV-18	91
I-14	16	II-23	42	III-15	67	IV-19	92
I-15	17	II-24	43	III-16	68	IV-20	93
I-16	18	II-25	44	III-17	69	IV-21	94
II-1	19	II-26	45	III-18	70	V-1	95
II-2	20	III-1	46	III-19	71	V-2	96
II-3	21	III-2	47	III-19	72	V-3	97
II-4	22	III-3	48	III-20	73	V-4	98
II-5	23	III-4	49	IV-1	74	V-5	99
II-6	24	III-5	50	IV-2	75	V-6	100
II-7	25						

---

*Underlined reference numbers identify those implied resolutions that were considered in the development of the student capacity guidelines.

The same basic procedure that has been recommended for the department's consideration and action in regard to proposed amendments of implied resolutions applies equally to the matter of proposed amendments of the evaluation questions.

CHAPTER SIX

SUMMARY

Accountability in higher education is largely self-imposed. It follows, therefore, that members of an academic community must be self-motivated and self-critical. To engage periodically in reappraisal of its purposes and programs is, for a university department, a necessary and useful activity. During recent years, the Department of Education of the University had made several efforts to identify and declare its own unique mission. However, although some of these attempts were at least partially successful, the demand for a clear departmental role definition remained unsatisfied.

Purposes and Procedures

The present study was undertaken in response both to the traditional intradepartmental motives and to at least two extradepartmental conditions: (1) a request from the National Council for Accreditation of Teacher Education (NCATE) to develop a "comprehensive plan of evaluation," and (2) an attempt by the University Council on Teacher Education to determine the numbers of students who might be accommodated in various teacher education programs "in a quality fashion." Consequently, the Department of Education delegated an ad hoc Capacity for Quality Teacher Education Committee to proceed accordingly.

The committee was obliged to set aside its long-range objectives for a few months in order to cooperate with the University Council on Teacher Education in meeting a deadline imposed by the University Senate with respect to a declaration as to student capacities. The result of this interim endeavor was the preparation and submission of a "Conditional Report."[118]

With the completion of the "Conditional Report," the committee resumed its earlier quest: to determine the department's capacities in various programs while meeting the criterion of "quality teacher education." The first tributary objective was to establish what the Department of Education itself regarded as "quality teacher education." To obtain a complete range of faculty opinion, the cataloging of concerns was approached both logically and subjectively. A five-stage grid was designed to facilitate a logical sequencing of essential factors related to preservice, inservice, and graduate teacher education programs focused upon early childhood, later childhood, adolescence, and young adulthood. A complementary subjective approach consisted in the development of a faculty opinionnaire based upon transcripts of open-ended interviews that had been conducted earlier with members of the department faculty. The similarity of the concerns that were identified through each of the approaches--the logical and the subjective--suggested that a full range of opinion as to quality teacher education in the department had thereby been obtained.

The final draft of the opinionnaire was comprised of one hundred and twenty-two items organized in five major sections: "Departmental Goals in Teacher Education," "Curriculum in Teacher Education," "Faculty in Teacher Education," "Candidates in Teacher Education," and "Extradepartmental Relationships in Teacher Education." The mode of response for each of the opinion statements called for an indication of "strongly agree," "agree", "no opinion," "disagree," or "strongly disagree."

Copies of the opinionnaire were supplied to thirty-nine members of the

---

[118] Capacity for Quality Teacher Education Committee, op. cit.

Department of Education faculty, thirty-five of whom responded. Forms were completed and returned by fourteen of the regular elementary education faculty, twelve of the regular secondary faculty, and nine "others," including individuals with adjunct, teaching fellow, or visiting appointments. Returns were tallied; responses were tabulated as weighted totals; and intensity-of-agreement/disagreement percentages were determined.

Implied Resolutions

In responding to the five sections of the opinionnaire, faculty members revealed varying degrees of agreement or disagreement with one hundred and twenty-two statements of opinion, belief, or conviction as to departmental aims and function. The data provided by the tabulations and the intensity-of-agreement summary were evaluated and conclusions were drawn. Although certain of the conclusions did not constitute clear indications of departmental sentiment or endorsement, there were instances in which faculty responses reflected either such general or such strong support that, by implication, there was substantial evidence of departmental resolution. Such instances of clear-cut faculty solidarity have been presented in Chapter Two as eighty-nine implied resolutions.

Student Capacity Guidelines

The study reaffirmed a long-held conviction of the Department of Education that the only justifiable grounds for restricting or limiting the numbers of students who may be admitted to and retained in teacher education programs are (1) whether a particular candidate can satisfy the established minimum requirements for admission, retention, and graduation, and (2) whether each of the various departments and agencies that will be called upon to serve the student has the overall capacity to provide quality programs in terms of instruction, guidance, and essential services. Proceeding from this fundamental assumption, guidelines for specifying student capacities in teacher education programs were developed and summarized in Chapter Three. The guidelines include consideration of basic conditions and assumptions, desirable qualities of candidates, potentially restricting or limiting conditions outside of the Department of Education, and potentially restricting or limiting conditions within the Department of Education.

Evaluation Questions

Assuming that they do, in fact, constitute a valid composite statement of the aims and function of the Department of Education, the eighty-nine implied resolutions may be regarded as a legitimate point from which to construct a comprehensive plan of evaluation in the department. By way of revealing the substance of each of the implied resolutions in a form that will adapt easily to various measurement procedures, each implied resolution--with one exception--has been posed as one or more gradation-response questions. Multiple stems have been provided to accommodate separate judgments pertaining respectively to the quality of teacher education programs focused upon early childhood, later childhood, adolescence, and young adulthood within each of the overall categories of preservice, inservice, and graduate teacher education. These evaluation questions are to be regarded as a basic tool to be used either in examining the total function of the department or in assessing any of various facets of that total function.

One hundred evaluation questions are presented in Chapter Four in a format that may be converted to 5x8-inch cards for quick punch-sorting or other handling. Also included in the chapter is a brief consideration of measurement procedures.

Provision for Amendments

In order for the findings and recommendations submitted in this report to continue to serve as a useful management tool in the Department of Education over an extended period, there must be provision for necessary adjustments from time to time. By way of preparing for such eventualities, specific policies and procedures have been recommended in Chapter Five for amending any of the implied resolutions, the student capacity guidelines, or the evaluation questions.

APPENDIX A

CONDITIONAL REPORT

THE UNIVERSITY OF UTAH

DEPARTMENT OF EDUCATION
142 Milton Bennion Hall

November 9, 1973

MEMORANDUM TO: Faculty of the Department of Education

FROM: Capacity for Quality Teacher Education Committee of the Department of Education

SUBJECT: Submission of Conditional Report and Recommendation for Action

Attached herewith is the "Conditional Report" of the Capacity for Quality Teacher Education Committee of the Department of Education, dated November 9, 1973.

As you are aware, this report is not to be construed as the final report of the committee, but rather as a crash-basis effort to respond immediately to a request from the University Senate and relayed through the University Council on Teacher Education and the Dean of the Graduate School of Education.

The committee recommends that this report be formally adopted in terms of the specified conditions and forwarded promptly to the Dean of the Graduate School of Education to be incorporated into his formal response to the request made by the University Senate.

Respectfully submitted,

Jon K. Davis
Paul J. Hansen
Shizuko N. Harry
Florence R. Krall
Walter E. McPhie
Deon O. Stevens
William C. Nutting (Ch)

Enclosure: "Conditional Report"

CAPACITY FOR QUALITY TEACHER EDUCATION COMMITTEE
OF THE DEPARTMENT OF EDUCATION

CONDITIONAL REPORT

November 9, 1973

The ongoing need for provision of high quality teacher education has been a matter of deep and continuous concern in the Department of Education for many years. Vigorous and open expressions of this concern have been made on numerous occasions and in a variety of ways during this time.

One facet of the overall consideration has been the question of faculty work load and its relationship to quality teacher education. That the Department of Education has traditionally carried a significantly heavy burden of course preparations has been well documented for more than twenty years. While faculty members in the Department have deplored the situation, they have viewed the overload as unavoidable in the light of requirements of the public schools for increasing numbers of teachers over a period of two and a half decades.

In the spring of 1968, despite any apparent likelihood that the pressure might be eased, the Department of Education undertook to explore in some depth the matter of faculty load with respect to quality teacher education. This particular effort culminated the following year in the adoption on May 29, 1969 of a carefully-considered statement entitled "POLICIES, PRIORITIES, AND STANDARDS FOR DETERMINING FACULTY LOAD FOR THE DEPARTMENT OF EDUCATION." Part I of the document, "Basic Policies and Priorities," clearly sets forth the quality-oriented philosophy underlying the specific standards that are included in the subsequent portion. Part II, "Faculty Load Standards," is comprised of ten guidelines which, if followed scrupulously, would contribute greatly to the achievement of quality in teacher education programs.

Certainly, the Department of Education is committed to the principle of quality education--not only in teacher education, but in education of all kinds and at every level. Faculty members feel especially strong about the continuing need for quality education in the elementary and secondary schools of Utah. Unfortunately, however, efforts to upgrade the quality of public education have been sharply eroded by ill-conceived economy measures at the precise moment when school enrollments have declined to the point at which such long-awaited quality implementations have at last become feasible. An aspect of that erosion has been the general failure to provide essential faculty and staff personnel to bring the schools up to minimum standards. Indeed, deficiencies are often so patent that even a casual visitor to a public school in Utah may observe that many worthwhile programs are today seriously jeopardized as a result of inadequate staffing. But, amazingly enough, a few well-turned exercises in semantics have nicely transformed this sharp picture of understaffing into a fuzzy image depicting an oversupply of teachers. And so, despite any conclusive evidence of an oversupply of teachers *in terms of identified educational need*, school administrators have been obliged to appoint fewer teachers, and teacher-preparing institutions have been directed to prepare fewer candidates for teaching certificates.

The decision of the State Board of Higher Education to impose an arbitrary quota upon the state-supported teacher-preparing institutions was, from the outset, regarded by the Department of Education as unfortunate and totally uncalled for. This unique action was both unnecessary and unwise for several reasons. First, the decision was not made in response to a demonstrated oversupply of teacher candidates with respect to *actual educational needs* of the state. Second, the action was not taken in response to requests made by either the teaching profession or the various boards of education. Third, the quota quickly became an insoluble foreign element in the natural balance of supply and demand in the teacher market. Fourth, it placed unnecessary and unnatural limitations upon young people considering teaching as a career. And, fifth, the imposed quota did not result in any significant financial savings for the taxpayers of the state. All of these reasons are more than sufficient to prompt grave concern. But, from the particular standpoint of persons dedicated to the fundamental principles of higher education and the preservation of academic freedom, by far the most damnable aspect of the imposed quota was the dangerous precedent set in attempting to link educational programs at the University of Utah and other institutions directly to the labor market of the state. Carried to its logical conclusion, such a practice could obviously shrivel the cultural and intellectual force of an open university in an open society to that of a vocational training school. Indeed, it is scarcely less than appalling that such action was seriously proposed and solemnly carried out over a period of several months by bona fide members of a public board supposedly committed to the encouragement and support of the underlying principles of higher education. In short, the imposed quota was generally seen by the Department of Education as logically unsound and philosophically wrong.

With certain reservations, the Department of Education was pleased to note the general thrust of a motion passed by the University Senate on May 7, 1973:

> ". . .that the senate disapproves, as a matter of principle, the imposition of quotas for teacher certification, and requests the University Council on Teacher Education to consider and recommend for the advice of the senate a constructive program for dealing with the problems of excessive teacher certification."

In considering the full implications of this motion, the Department of Education was highly encouraged by the Senate's belated stand against imposed quotas, although the verb "*condemns*" might have conveyed a sharper message than the milder "*disapproves*." It was unfortunate, however, that even the University Senate failed to discern the sleight of semantics and appeared to go on record as recognizing certain "*problems of excessive teacher certification*" in Utah. In actual fact, the quality of public education in the State still suffers far more from a *shortage* of adequately-prepared professional personnel than it does from any real or imagined *surfeit* of candidates for teaching positions. Reliable studies of teacher supply and demand have shown that, if minimum standards of quality were a criterion, a critical shortage of teachers and related professional services personnel now exists and will continue in several areas well into the next decade. Such studies, of course, identify a situation quite the opposite of those based solely upon the present sharply-limited freedom of school administrators to appoint qualified personnel to positions in the schools that genuinely ought to be filled in the interests of quality education for the children and youth of this state.

Despite these reservations, however, the Department of Education welcomed with enthusiasm the opportunity to reexamine its own capacity to prepare candidates "in a quality fashion" for teaching positions in the elementary and secondary schools. On July 19, 1973 the faculty voted unanimously to "undertake to study what its recommended student capacity both undergraduate and graduate ought to be." A study committee was duly appointed and was set to work on the matter.

From the outset, it was assumed that such a study would require a minimum of a full year if the ultimate report were to be well founded both logistically and philosophically. But, even before the committee could come to grips with the enormity of its charge, an unrealistic deadline was imposed in the form of a request made by the University Senate and relayed through the office of the Dean of the Graduate School of Education. It should be clearly understood, therefore, that the present report of the Department of Education is precisely as entitled: a conditional report. While the content represents a sincere and wholehearted effort to project an honest statement of the capacity of the Department to provide quality teacher education programs for given numbers of students at various stages of progress through those programs, such numbers as reported herein are definitely not to be construed as a firm and permanent commitment of the Department. The numbers do constitute a candid appraisal of capacity for quality teacher education in the Department of Education based upon the limited consideration of the many interrelated factors that have been completed to date. It is, of course, the intention of the Department of Education to continue studying the matter for the next several months, and at the normal conclusion of that study to prepare a final and more-soundly-based report.

In the light of the circumstances and viewpoints delineated above, the following assumptions and tentative proposals are submitted herewith.

ASSUMPTIONS

1. The Department of Education faculty presently consists of 30.45 FTE, including 17.75 in Elementary Education and 12.7 in Secondary Education. For purposes of this report, it is assumed that faculty positions in the Department will remain constant in the foreseeable future.

2. The standard faculty load in the Department of Education has been established at 9.0 credit hours (adjusted) or the equivalent. (This should not be construed as the actual faculty load, which has consistently averaged more than 12.0 credit hours even without the inclusion of extended-day offerings and graduate advisement.)

3. The combined faculty load of the Department of Education ought to be apportioned approximately as follows:

A. 5/9 of combined standard load = Preservice Courses in Teacher Education Programs;
B. 2/9 of combined standard load = Graduate Programs;
C. 1/9 of combined standard load = Scholarly/Creative Endeavor;
D. 1/9 of combined standard load = Administrative and Special Assignments.

4. Given the present faculty positions in the Department of Education, it will be necessary to continue to offer extended-day and graduate courses on an extra-work-for-extra-pay arrangement.

5. Course offerings are to be planned in terms of an established "optimum" number of students per section.

TENTATIVE PROPOSALS

1. In terms of the conditions and assumptions specified, it is tentatively proposed that a total of thirty (30) candidates in Early Childhood Education and ninety-five (95) candidates in Elementary Education be admitted annually into preservice programs in Elementary Education.

2. In terms of the conditions and assumptions specified, it is tentatively proposed that a total of one hundred and fifty-four (154) candidates for secondary teaching certificates be admitted annually into preservice programs in Secondary Education.

3. In terms of the conditions and assumptions specified, it is tentatively proposed that thirty-one (31) extended-day and graduate course offerings in Education be offered annually, with faculty appointed on an extra-work-for-extra-pay arrangement.

4. In terms of the conditions and assumptions specified, it is tentatively proposed that a total of one hundred (100) candidates for graduate degrees in Education be admitted annually into graduate programs in the Department of Education, with a recommended limit of two hundred and fifty (250) full status graduate students in various stages of progress.

The specifics of each of the above tentative proposals follow immediately.

Respectfully submitted,

Jon K. Davis
Paul J. Hansen
Shizuko N. Harry
Florence R. Krall
Walter E. McPhie
Deon O. Stevens
William C. Nutting (Chairman)

Attachments:

(1) "Tentative Proposal for Preservice Programs in Early Childhood and Elementary Teacher Education"
(2) "Tentative Proposal for Preservice Programs in Secondary Teacher Education"
(3) "Tentative Proposal for Extended Day and Graduate Courses in Education"
(4) "Recommendation of Graduate Student Capacity for Quality Teacher Education"
(5) "Policies, Priorities, and Standards for Determining Faculty Load for the Department of Education"

CAPACITY FOR QUALITY TEACHER EDUCATION COMMITTEE
OF THE DEPARTMENT OF EDUCATION

TENTATIVE PROPOSAL
FOR PRESERVICE PROGRAMS IN EARLY CHILDHOOD AND ELEMENTARY TEACHER EDUCATION

NOVEMBER 8, 1973

AUTUMN QUARTER		WINTER QUARTER		SPRING QUARTER		ANNUAL SUMMARY		
Course Offer.	Fac. Load	Course Offer.	Fac. Load	Course Offer.	Fac. Load	Total Sections	Students Admitted	Faculty Load
Ed 101	(3)	Ed 101	(3)	Ed 101	(3)	3	75	(9)
Ed 102	(3)	Ed 102	(3)	Ed 102	(3)	3	75	(9)
Ed 114	(3)	Ed 114	(3)	Ed 114	(3)	3	75	(9)
Ed 501	(3)	Ed 501	(3)	Ed 501	(3)	5	125	(15)
		Ed 501	(3)	Ed 501	(3)			
Ed 502	(3)	Ed 502	(3)	Ed 502	(3)	5	125	(15)
Ed 502	(3)			Ed 502	(3)			
Ed 503	(6)	Ed 503	(6)	Ed 503	(6)	5	125	(30)
Ed 503	(6)	Ed 503	(6)					
Ed 504	(2)	Ed 504	(2)	Ed 504	(2)	5	125	(10)
Ed 504	(2)			Ed 504	(2)			
Ed 505	(3)	Ed 505	(3)	Ed 505	(3)	3	15	(9)
Ed 506	(5)	Ed 506	(5)	Ed 506	(5)	3	30	(15)
Ed 507	(16)	Ed 507	(16)	Ed 507	(16)	3	95	(48)
Ed 508	(3)	Ed 508	(3)	Ed 508	(3)	3	75	(9)
Ed 509	(3)	Ed 509	(3)	Ed 509	(3)	3	75	(9)
Ed 512	(3)	Ed 512	(3)	Ed 512	(3)	5	125	(15)
Ed 512	(3)	Ed 512	(3)					
Ed 513	(3)	Ed 513	(3)	Ed 513	(3)	5	125	(15)
		Ed 513	(3)	Ed 513	(3)			
Ed 516	(3)	Ed 516	(3)	Ed 516	(3)	3	90	(9)
Ed 518	(3)	Ed 518	(3)	Ed 518	(3)	5	125	(15)
Ed 518	(3)			Ed 518	(3)			
Ed 519	(3)	Ed 519	(3)	Ed 519	(3)	5	125	(15)
		Ed 519	(3)	Ed 519	(3)			
Ed 520	(4)	Ed 520	(4)	Ed 520	(4)	3	75	(12)
Ed 590	(2)	Ed 590	(2)	Ed 590	(2)	3	30	(6)
	(91)		(92)		(91)			(274)

ASSUMPTIONS AND STANDARDS: Elem. Educ. Faculty = 17.75 FTE; Standard Faculty Load = 9.0 cr. hr. (adj) per quarter; Teaching of Courses = 5/9 of Fac. Load; Optimum Student-Fac. Ratio = 10, 20, 25, or 30 per sect. as approp., 2 Student Teachers per Cr. Hr. Fac. Load; Student Capacity = 30 Early Ch. Educ. Candidates and 95 Elem. Educ. Candidates per year.
CALCULATION: 5/9 X 17.75 FTE X 9 Cr. Hr. per Quarter X 3 Quarters = 270 Cr. Hr. Fac. Load per School Year.

CAPACITY FOR QUALITY TEACHER EDUCATION COMMITTEE
OF THE DEPARTMENT OF EDUCATION

TENTATIVE PROPOSAL
FOR PRE-SERVICE PROGRAMS IN SECONDARY TEACHER EDUCATION
November 8, 1973

AUTUMN QTR.		WINTER QTR.		SPRING QTR.		ANNUAL SUMMARY		
Course Offering	Fac. Load	Course Offering	Fac. Load	Course Offering	Fac. Load	Total Sections	Students Admitted	Faculty Load
Ed 572	(4)	Ed 572	(4)	Ed 572	(4)			
Ed 572	(4)	Ed 572	(4)	Ed 572	(4)			
Ed 572	(4)					7	154	(28)
Ed 577*	(3)			Ed 577*	(3)	2	64	(6)
Ed 576-577	(9)	Ed 576-577	(9)	Ed 576-577	(9)			
Ed 576-577	(9)	Ed 576-577	(9)	Ed 576-577	(9)			
		Ed 576-577	(9)			7	84	(63)
Ed 586-587	(9)	Ed 586-587	(9)	Ed 586-587	(9)			
Ed 586-587	(9)	Ed 586-587	(9)	Ed 586-587	(9)			
				Ed 586-587	(9)	7	84	(63)
Ed 587*	(3)			Ed 587*	(3)	2	64	(6)
Ed 573	(3)	Ed 573	(3)			2	50	(6)
Ed 660	(3)					1	20	(3)
Ed 565	(3)					1	35	(3)
		Ed 567	(3)			1	25	(3)
				Ed 580	(3)	1	25	(3)
Ed 559	(4)					1	25	(4)
		Ed 578	(3)			1	25	(3)
				Ed 558	(4)	1	25	(4)
TOTAL	(67)		(62)		(66)			(195)

AVERAGE = 65
IDEAL = 63.5

ASSUMPTIONS AND STANDARDS: Secondary Education Faculty = 12.7 FTE; Standard Faculty Load = 9.0 cr. hr. (adj.) per quarter; Teaching Courses = 5/9 of Fac. Load; 2 st teachers per cr. hr. Fac. Load; Student Capacity = 154 candidates per year.
CALCULATION: 5/9 X 12.7 FTE X 9 cr. hr. per quarter X 3 quarters = 190.5 cr. hr. Fac. Load per school year.

*General Methods (Ed. 577) and Foundations of Curriculum (Ed. 587) are courses for students whose student teaching will be supervised by the academic department.

CAPACITY FOR QUALITY TEACHER EDUCATION COMMITTEE
OF THE DEPARTMENT OF EDUCATION

TENTATIVE PROPOSAL
FOR EXTENDED DAY AND GRADUATE COURSES IN EDUCATION

November 8, 1973

AUTUMN QUARTER		WINTER QUARTER		SPRING QUARTER		ANNUAL SUMMARY		
Course Offer.	Fac. Load	Course Offer.	Fac. Load	Course Offer.	Fac. Load	Total Sections	Students Admitted	Faculty Load
Ed 114	(3)	Ed 114	(3)			2	70	(6)
Ed 151	(2)	Ed 151	(2)	Ed 151	(2)	3	150	(6)
Ed 509	(3)					1	25	(3)
		Ed 511	(3)			1	25	(3)
				Ed 514	(3)	1	35	(3)
Ed 516	(3)			Ed 516	(3)	2	75	(6)
Ed 520	(4)	Ed 520	(4)			2	50	(8)
		Ed 611	(3)			1	25	(3)
				Ed 606	(3)	1	25	(3)
Ed 612	(3)					1	25	(3)
				Ed 657	(3)	1	20	(3)
		Ed 658	(3)			1	30	(3)
Ed 660	(3)					1	20	(3)
		Ed 664	(3)			1	25	(3)
Ed 665	(3)					1	20	(3)
		Ed 666	(3)			1	25	(3)
				Ed 673	(3)	1	20	(3)
				Ed 675	(3)	1	25	(3)
				Ed 677	(3)	1	25	(3)
				Ed 685	(3)	1	11	(3)
				Ed 686	(3)	1	25	(3)
Ed 698	(3)					1	25	(3)
		Ed 702	(3)			1	25	(3)
		Ed 710	(3)	Ed 710	(3)	2	25	(6)
				Ed 717	(3)	1	15	(3)
TOTAL	(27)		(30)		(35)			(92)

NOTE: In accordance with the conditions and assumptions specified, it is tentatively proposed that a total of 31 extended-day and graduate courses in Education be offered annually, with faculty appointed on an extra-work-for-extra-pay arrangement.

RECOMMENDATION OF GRADUATE STUDENT CAPACITY FOR QUALITY TEACHER EDUCATION

Department of Education
November 6, 1973

ASSUMPTIONS, CONDITIONS, SPECIAL CONSIDERATIONS

The following factors have been involved in the formulation of recommendations of this report concerning graduate student capacity for quality programs:

1. Department effort devoted to graduate programs. It has been suggested that 22% of the total Department effort be devoted to graduate programs.

2. Number of graduate students is defined as total number of active master's degree candidates who have been accepted in full graduate status.

3. Department total FTE is presently 30.45 and is assumed to remain constant.

4. Optimum faculty load is considered as 9.0 credit hour equivalents per faculty member.

5. Average time for candidates to complete master's programs is approximately 9 quarters (including summers).

6. M.A./M.S. and M.Ed. programs are not assigned differential load credits in these computations although it is possible that M.A./M.S. programs require more effort. As defined in forthcoming M.Ed. revisions, M.Ed. Chairmen will have much increased responsibility.

7. Program Terminations: All graduate programs of this Department other than the M.Ed. and M.A./M.S. will be phased out by the end of summer quarter 1974. This report is accordingly restricted to master's programs.

8. The drop out rate for master's candidates is approximately 10%.

9. Load Equivalents for various activities: Load equivalents have been estimated by total number of hours of effort which could be expected in the performance of responsibilities associated with a given assignment. This total time is then reduced so as to represent hours of effort per quarter. Ten hours of effort per quarter is then considered equivalent to 1 credit hour of load.

   A. Chairmanship of a master's Supervisory Committee

      5 students = 1 hour load credit

B. Membership on master's Supervisory Committee:

25 students = 1 hour load credit (at present only eight faculty members would be given load credit for this responsibility)

C. Advisement (Four advisers to initially interview all new applicants)

2 hours load credit for each adviser.

D. Chairman, Committee on Graduate Programs

Approximately one-half of an optimum faculty load or 4-5 hours.

This responsibility, however, is classified as an administrative function and has not been considered as part of the 22% of total effort designated for graduate work.

E. Members, Committee on Graduate Programs

This committee meets about 16-20 hours per quarter and 1 hour load credit is recommended for each member. It is also recommended that this function not be part of the 22%.

CALCULATIONS

A.		30.45	x	.22	x	9	=	60.29	Total Hours Load Credit each quarter for Department to be used for graduate program effort.
	See above conditions:	#3		#1		#4			
B.		60.29	-	8	-	8	=	44.29	Remaining hours load credit for Chairmen of Supervisory Committee responsibilities.
	See above conditions:	A directly above		#9C		#9B			
C.		44.29	x	5	=	221			Candidates
	See above conditions:	B directly above		#9A					
D.		221	+	10% of 221			=	243	Candidates
	See above conditions:	C directly above		#8					

CONCLUSIONS AND RECOMMENDATIONS

1. The recommended limit of approximately 250 full status graduate students in master's programs of this Department represents a small reduction from the total number of candidates in programs at the present time. However, candidates now include those in doctoral and M.Ed. certification programs.

2. It is very possible that the load formulas here recommended are too heavy (Chairman: 5 students for 1 hour credit; Member: 25 students for 1 hours credit). It is believed, however, that these formulas should be tried with subsequent re-evaluations.

3. It is strongly recommended that the total number of Master's Degree full status candidates not be decreased from the level of present enrollments. The Master's degrees of this Department represent the most substantial effort of this University with the in-service education of elementary and secondary teachers. To substantially reduce enrollments would be to relinquish a very important obligation of this University.

4. It is believed that allocations of load credit for faculty efforts with graduate programs is the one most important step this Department can take in up-grading graduate program quality.

UNIVERSITY OF UTAH

DEPARTMENT OF EDUCATION

Salt Lake City

Adopted May 29, 1969; May 20, 1971; and with
amendments of March 9, 1972, and January 18, 1973

POLICIES, PRIORITIES, AND STANDARDS FOR DETERMINING FACULTY LOAD FOR THE DEPARTMENT OF EDUCATION

I. BASIC POLICIES AND PRIORITIES

1. First priority in the matter of faculty load in the Department of Education is to make sure that basic courses are taught by adequately-prepared faculty.

2. Second priority in determining faculty load in the Department of Education is to encourage excellence in teaching, scholarly endeavor, and professional service.

3. Third priority in the matter of faculty load is to equalize the burden of responsibilities and the opportunity for personally rewarding assignments among the members of the Department of Education.

4. Fourth priority in faculty load considerations is to maintain a degree of flexibility that will enable a faculty member to experiment, to move professionally in new directions and to develop new strengths and interests.

II. FACULTY LOAD STANDARDS

1. Standard faculty load in the Department of Education shall be nine credit hours (adjusted) per quarter for each of the three teaching quarters in a contractual academic year.

2. As need demands and/or as an individual faculty member may request,* a maximum of twelve credit hours (adjusted) per quarter shall be considered as a standard faculty load.

3. A faculty member's assignment, to the extent feasible, shall be consonant with his areas of knowledgeability and his expressions of interest and desire to specialize.

4. The assignment of every faculty member in the Department of Education shall include either the teaching of a course or the supervision of student teachers.

---

*X-ref. Standard 8

5. In the event that a faculty member wishes a reduced teaching load in order to engage in an experimental program or other special undertaking, the division head will refer the request to the appropriate faculty for consideration.

6. There shall be no differentiation in load credit either between day courses and evening courses or between undergraduate courses and graduate courses.

7. To the extent feasible, it shall be the policy of the Department of Education to grant equivalent load credit (at a rate consistent with an acceptable formula) for certain professional activities that relate directly to the general operation of the Department--such as unusually-large class enrollments; television preparations; non-remunerative research, professional writing, speaking, consulting, or conducting workshops; thesis/dissertation chairmanships; sponsoring independent study; advising/counseling students; supervising teaching assistants; administrative assignments; directing projects; and curriculum planning.

8. It shall be the policy of the Department of Education not to grant equivalent load credit for activities that are not directly related to the general operation of the Department--such as remunerative professional writing, speaking, consulting, or conducting workshops; service to professional organizations; service to schools or other educational institutions or organizations; community service; sponsoring student organizations; and committee membership.

9. To the extent feasible and mutually agreeable, a faculty member may arrange to equalize his work load over an entire school year, with a relatively heavy load during two of the teaching quarters and a relatively light load during the remaining teaching quarter.

10. It shall be the policy of the Department of Education to distribute "extra load for extra pay" equally among faculty members who desire such assignments, including opportunities for additional remuneration in extended day courses, workshops, summer sessions, consultations, etcetera.

WCN
1/22/73

APPENDIX B

FACULTY OPINIONNAIRE

THE UNIVERSITY OF UTAH

DEPARTMENT OF EDUCATION
142 Milton Bennion Hall

April 28, 1975

MEMORANDUM TO: Faculty of the Department of Education

FROM: Capacity for Quality Teacher Education Committee

SUBJECT: Faculty Opinionnaire

The Capacity for Quality Teacher Education Committee of the Department of Education was delegated on July 19, 1973, to study "what the recommended student capacity both undergraduate and graduate (of the department) ought to be."

A "Conditional Report," which was prepared by the committee, approved by the Department of Education on November 9, 1973, and subsequently endorsed by the University Council on Teacher Education (UCTE), has served since as our official policy on student capacity.

Meanwhile, the committee has continued to examine the matter of "capacity-for-quality-teacher-education." The attached "Faculty Opinionnaire" to which you are asked to respond at this time is an important part of a subsequent phase of the task. Your cooperation, of course, is essential to this aspect of the study.

The purpose of the opinionnaire is to obtain an accurate survey of the opinions, beliefs, or convictions of the Department of Education faculty with respect to the department's particular role in teacher education at the University of Utah and in the State of Utah. The statements included in the opinionnaire are intended to be faithfully representative of almost five hundred separate items of concern identified by departmental faculty members in open-ended interviews that were conducted during the 1972-73 school year.

Your thoughtful response and prompt return of the enclosed "Faculty Opinionnaire" will be much appreciated. Kindly return the completed form by handing it unsigned to Mrs. Angie Bolic. And, to indicate that you have participated in the survey, please fill out and return the accompanying response memorandum.

Please respond not later than 5:00 p.m. Wednesday, April 30, 1975.

===========FACULTY OPINIONNAIRE============

UNIVERSITY OF UTAH

DEPARTMENT OF EDUCATION

Salt Lake City

Please check appropriate blanks:

______ Elementary Education Faculty
______ Secondary Education Faculty
______ Regular Faculty Appointment
______ Adjunct, Teaching Fellow, or Visiting Faculty

DIRECTIONS: The purpose of this opinionnaire is to obtain a measurement of the opinions, beliefs, or convictions of the members of the Department of Education faculty with respect to the department's particular role in teacher education at the University of Utah and in the State of Utah. For convenience, the items have been arranged in sections according to five general categories, but numbered consecutively throughout. Please respond to each statement by marking an "X" in the space under the appropriate heading. Add any additional item you wish by writing a suitable statement in the blanks provided at the end of each section and marking the response space accordingly. Please hand the completed form to Mrs. Angie Bolic not later than 5:00 p.m. Wednesday, April 30, 1975.

SECTION I: DEPARTMENTAL GOALS IN TEACHER EDUCATION

Statement of Opinion, Belief, or Conviction	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1. The role of the Department of Education ought to be one of recognized leadership and significant influence for the improvement of education throughout the state.					
2. A major purpose of the Department of Education is to develop teachers who will function effectively in the elementary and secondary schools.					

Statement of Opinion, Belief, or Conviction	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
3. A major purpose of the Department of Education is to engage actively in the research and development of curriculum for children and youth because curriculum reform within the schools will probably have greater impact upon changes in public education than will innovations in teacher education programs.					
4. Significant changes in public education will probably come through teacher education programs rather than through curriculum reform in the schools themselves.					
5. The responsibility of the Department of Education in teacher education includes both preservice and inservice.					
6. The main responsibility of the Department of Education is to the undergraduate and graduate students registered in our programs.					
7. The main responsibility of the Department of Education is to the schools of the State of Utah rather than to the preparation of teacher candidates per se.					
8. The Department of Education ought to be available upon call to anyone--school people, teachers, parents, or community leaders--who may be concerned about quality education in Utah.					
9. We should be concerned, not only with school-based education, but also with education in a much broader sense, such as in industry and in a variety of special situations.					
10. Our objectives as a department should be determined by both local and national needs.					
11. Whatever the Department of Education does in terms of exercising statewide leadership must be consonant with the efforts of the Graduate School of Education.					

Statement of Opinion, Belief, or Conviction	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
12. The department ought to have an image of openness, being regularly engaged in experimentation, and constantly looking for alternative ways of doing things.					
13. The image of the Department of Education ought to be such that the school people of the state regard the department as a genuine resource and a place to which they may go for information and help.					
14. The Department of Education ought to play a significant role in the education of children in the two-to-five-year age range.					
15. Our graduate programs ought to make a significant impact upon teaching effectiveness in the public schools.					
16. Our graduate programs ought to include both the development of master teachers and the production of research.					
17. Mutually-agreed-upon goals are essential if a department is to be really effective.					
18. It is very important for the Department of Education to be unified in terms of its philosophy.					
19. There are common goals to which both the elementary and the secondary divisions, as well as individual professors, can ascribe.					
20. It is possible to have both unity and diversity within the department.					
21. The purposes of the Department of Education are the summation of purposes of individual faculty members.					

Statement of Opinion, Belief, or Conviction	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
22. If not carried to extremes, each faculty member ought to feel free to identify his own purposes and to proceed in his own way.					
23. The processes of learning are fully as important as the product that is derived from that learning experience.					
24. The Department of Education ought to help candidates in teacher education to find themselves and reach their maximum effectiveness as individuals.					
(Additional statement, Section I) ____________________ ________________________________ ________________________________ ________________________________ ________________________________					
________________________________ ________________________________ ________________________________ ________________________________					

SECTION II: CURRICULUM IN TEACHER EDUCATION

Statement of Opinion, Belief, or Conviction	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
25. Preservice teacher education should include a broad overview of education.					
26. Teacher education ought to foster within the candidate a professional curiosity and a willingness to experiment and explore.					

Statement of Opinion, Belief, or Conviction	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
27. Our candidates in teacher education should learn how to promote active doing on the part of students in the classroom.					
28. Candidates in teacher education should be helped to understand that the learner must always feel free to make occasional mistakes with impunity and to attempt things that may not result in success.					
29. The teacher education curriculum must help teacher candidates to develop positive self-images so that they in turn can help develop positive self-images in children.					
30. Skills in the development of meaningful personal relationships ought to be emphasized in the teacher education curriculum since these skills tend to have more lasting values than many of the more "content-centered" goals we attempt to achieve.					
31. Teacher education candidates should have human relations training.					
32. Candidates in teacher education ought to learn how to enjoy the processes of teaching and learning as well as the end goals which these processes are supposed to achieve.					
33. Professional teacher educators should be able to define "good teaching" rather precisely.					
34. There ought to be a main core program upon which all faculty members agree and will support.					
35. Each professor should include in a given course all of the common elements established by the department for that particular course.					
36. Minimum elements that ought to be included in any common-core teacher education program are philosophical posture, planning, instructional strategies, and evaluational techniques.					

Statement of Opinion, Belief, or Conviction	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
37. Teacher education programs should not be too tightly structured even though they contain common-core requirements.					
38. An evaluative system is counter productive if it tends to destroy individual faculty uniqueness while "overstandardizing" the curriculum.					
39. Curriculum in teacher education should provide more than one single model for good teaching.					
40. Rather than trying to agree upon a given model of good teaching, we ought to help each of our candidates to identify his or her unique characteristics as a teacher.					
41. The Department of Education ought to function as a unit in terms of its curriculum, but according to individual professional style in terms of instruction.					
42. The department ought to recognize two or three common-core teacher education programs which permit each faculty member and each teacher education candidate to elect the particular program of his or her choice.					
43. We need to exercise careful coordination of our professional efforts so that short-term offerings will not jeopardize the substance of our graduate programs.					
44. Student teaching ought to be scheduled in terms of a full day rather than a half day.					
45. We need to expand our student teaching to communities throughout the state.					
46. Teacher education candidates should develop a good understanding not only of the students with whom they will work directly but also of students at age levels which precede and which follow as well.					

Statement of Opinion, Belief, or Conviction	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
47. There is a need to differentiate the preparation of elementary teachers and secondary teachers.					
48. Programmed learning tends to make teacher education curriculum more rigid and less adaptable.					
49. We need not hesitate to use learning packets (or kits) in teacher education curriculum since learning packets do not necessarily limit the student's creativity.					
50. A teaching major ought to be approximately the equivalent of an academic major in terms of academic sophistication.					
51. Elementary teacher education candidates should be well grounded in all of the major curriculum areas that they are expected to teach.					
52. Communication skills are vital to teaching effectiveness; therefore, they should be included in teacher education curriculum.					
53. Candidates in teacher education ought to develop skills in using media effectively.					
54. In teacher education curriculum, experience should precede theory.					
55. Teacher education programs ought to include a significant proportion of clinical experiences for the preservice candidate.					
56. We should operate a model school with carefully-selected teachers to serve as a showcase of excellence.					
57. Teacher education candidates should be prepared to present learning experiences which are pleasurable, exciting, and satisfying in and of themselves.					

Statement of Opinion, Belief, or Conviction	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
58. Teacher education candidates should be taught that the fostering of even creativity and freedom in classrooms requires a special kind of structure and discipline.					
59. Candidates in teacher education must learn how to help each child approach knowledge with confidence and an attitude of selectivity in terms of his own personal needs and opportunities.					
60. Teacher education candidates should learn how to facilitate learning, but they should also learn how to provide direct leadership and guidance in the learning process.					
(Additional statement, Section II)______________ ______________________________ ______________________________ ______________________________ ______________________________					

SECTION III: FACULTY IN TEACHER EDUCATION

Statement of Opinion, Belief, or Conviction	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
61. New faculty members should be appointed by the department to fill specific roles.					
62. The department should support the professor in his self-determined priorities.					
63. Faculty members should defer their personal aggrandizement to the benefit of the department's recognized programs.					

Statement of Opinion, Belief, or Conviction	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
64. There should be a departmental point of view, but at the same time each individual professor should be allowed to operate in his/her own style.					
65. Each faculty member should define his personal goals within the framework of departmental goals.					
66. The professor should have the knowledge and know-how to function effectively within his self-defined role.					
67. A faculty member should be permitted to use the department as a base of operations for the purpose of featuring his own particular specialty.					
68. Professors in our department should be encouraged to confer frequently with faculty members of other universities.					
69. Each person in the Department of Education should strive to be a model in the profession through examplary teaching, through scholarly research and writing, and through service to the community.					
70. The Department of Education ought to encourage individual professors to participate in such activities as travel, consultation, community service, research, and writing for publication.					
71. One of the roles of a professor should be that of contributing new ideas to society.					
72. The Department of Education faculty should increase its research efforts.					
73. The most important function of the Department of Education should be effective teaching.					

	Statement of Opinion, Belief, or Conviction	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
74.	The Department of Education faculty should be unified concerning department goals.					
75.	Professional people with divergent interests ought to agree upon and work within the framework of departmental common-core teacher education programs.					
76.	Diversity of philosophy or ideas on the part of the faculty should be encouraged.					
77.	Professors should not be put in a position of supporting a central philosophy to which they, fundamentally, do not subscribe.					
78.	Professors with similar educational philosophies should be permitted to work together without compromising their principles.					
79.	Faculty members should keep the department apprised of their activities, if they are to expect support from the department should the need arise.					
80.	Members of the faculty should have the opportunity to work together as teams.					
81.	A mutually helpful relationship ought to exist between a faculty member and the department.					
82.	Faculty members should make their colleagues feel welcome to come to them for advice or support.					
83.	The department ought to make each professor feel needed.					
84.	Our department ought to contribute to the personal enhancement of individual faculty members.					

Statement of Opinion, Belief, or Conviction	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
85. There should be a person-to-person relationship between a professor and a student.					
86. In selecting new faculty members, we should be stringent about qualifications, especially academic.					
87. We ought to have a definite orientation for each new faculty member in matters of tradition, procedure and opportunities.					
88. Professors with expertise in or strong points of view in particular areas should be utilized as guests for a day or two in other classes.					
(Additional statement, Section III) ____________					
____________					

SECTION IV: CANDIDATES IN TEACHER EDUCATION

Statement of Opinion, Belief, or Conviction	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
89. Our admissions program should include active recruitment of the kind of candidates we want.					
90. We ought to inform our candidates about "the facts of life" in the labor market with respect to teaching positions.					

	Statement of Opinion, Belief, or Conviction	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
91.	Our current teacher education admissions criteria are adequate.					
92.	Externally imposed admission quotas are unacceptable to the professions.					
93.	If university students can satisfy general university and departmental requirements, they should be permitted to choose the program they wish to enter as long as the department has the capacity to serve them.					
94.	The characteristic of genuinely caring for children is one of the most important criteria in the selection of teacher education candidates.					
95.	A positive self-image is one of the characteristics we should identify in selecting candidates.					
96.	Program counseling of candidates should be handled directly by the faculty department.					
97.	A continuing relationship should exist between each student and at least one faculty member.					
98.	We should value differences that are inherent in our teacher education candidates.					
99.	The department ought to encourage candidates to develop their professional goals.					
100.	Teacher education candidates should have the opportunity to determine to a great extent their own educational experiences.					
101.	Teacher education candidates benefit most when they are encouraged to seek, pursue, and enjoy learning for its own sake.					

Statement of Opinion, Belief, or Conviction	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
102. We should develop a climate that will encourage our prospective teachers to be more trusting and cooperative, to share ideas, and to function with one another.					
103. The department ought to encourage teacher education candidates in the developing of their individuality.					
104. The department ought to help candidates become flexible and adaptive.					
105. The department ought to develop in teacher education candidates the quality of genuinely caring for other people.					
106. It is important for our teacher candidates to develop genuine dedication to the teaching profession.					
107. Teacher candidates ought to believe that what they teach is going to make a real difference in the persons whom they teach.					
108. New teachers should be required to fulfill a three-year probationary period before being certificated.					
109. Our graduates are entitled to our supervision and guidance even after they become inservice teachers.					
110. Evaluation of our graduates should focus not only on whether they retain what they have learned at the university, but also whether they continue to grow both personally and professionally as in-service teachers.					
111. We ought to get frequent and regular feedback from our candidates concerning our teacher education program.					

Statement of Opinion, Belief, or Conviction	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
112. Program evaluation should be in terms of on-the-job performance of our candidates.					
113. Evaluation of programs should include exit interviews, questionnaires, and other follow-up procedures.					
114. Valid information as to the effectiveness of the Department of Education may be obtained from teachers and principals.					
(Additional statement, Section IV)________________ ________________________________ ________________________________ ________________________________ ________________________________					
________________________________ ________________________________ ________________________________ ________________________________					

SECTION V: EXTRADEPARTMENTAL RELATIONSHIPS IN TEACHER EDUCATION

Statement of Opinion, Belief, or Conviction	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
115. The Department of Education ought to encourage interdepartmental cooperation.					
116. We should attempt to keep the academic departments aware of potential opportunities for their working with teachers in the public schools.					

Statement of Opinion, Belief, or Conviction	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
117. We ought to seek an arrangement with the school districts so that we might work with a significant number of teachers from a particular school in which there is positive administrative support.					
118. The Department of Education should broaden its perspective by engaging in educational activities in a community setting with people not directly related to any school system.					
119. The Department of Education ought to have a free hand in the selection of cooperating teachers who will work with us in student teaching and other clinical experiences for our candidates in teacher education.					
120. The Department of Education ought to schedule seminars and workshops on a regular basis for the cooperating teachers who will work with us in student teaching and other clinical experiences.					
121. We ought to do everything we can to enhance the role and prestige of the cooperating teachers who work with us in student teaching and other clinical experiences.					
122. School personnel who work with us in various teacher education undertakings ought to receive some form of compensation from the University of Utah.					
(Additional statement, Section V)__________ ____________________ ____________________ ____________________ ____________________					
____________________ ____________________ ____________________ ____________________					

APPENDIX C

TABULATIONS

Habulation

FACULTY OPINIONNAIRE

UNIVERSITY OF UTAH
DEPARTMENT OF EDUCATION
Salt Lake City

N = 35/39

Elementary = 14
Secondary = 12
Other = 9
Total : 35

Please check appropriate blanks:

_____ Elementary Education Faculty
_____ Secondary Education Faculty
_____ Regular Faculty Appointment
_____ Adjunct, Teaching Fellow, or Visiting Faculty

DIRECTIONS: The purpose of this opinionnaire is to obtain a measurement of the opinions, beliefs, or convictions of the members of the Department of Education faculty with respect to the department's particular role in teacher education at the University of Utah and in the State of Utah. For convenience, the items have been arranged in sections according to five general categories, but numbered consecutively throughout. Please respond to each statement by marking an "X" in the space under the appropriate heading. Add any additional item you wish by writing a suitable statement in the blanks provided at the end of each section and marking the response space accordingly. Please hand the completed form to Mrs. Angie Bolic not later than 5:00 p.m. Wednesday, April 30, 1975.

SECTION I: DEPARTMENTAL GOALS IN TEACHER EDUCATION

Statement of Opinion, Belief, or Conviction	Weighted Totals	+2 Strongly Agree	+1 Agree	0 No Opinion	-1 Disagree	-2 Strongly Disagree	
1. The role of the Department of Education ought to be one of recognized leadership and significant influence for the improvement of education throughout the state.	23	10	3	1			Elem
	23	11	1				Secon
		7	2				Other
	62	28	6	1			Total
2. A major purpose of the Department of Education is to develop teachers who will function effectively in the elementary and secondary schools.	28	14					Elem
	21	10	1	1			Secon
		6	3				Other
	64	30	4	1			Total

	Statement of Opinion, Belief, or Conviction	Weighted Totals	+2 Strongly Agree	+1 Agree	0 No Opinion	-1 Disagree	-2 Strongly Disagree	
3.	A major purpose of the Department of Education is to engage actively in the research and development of curriculum for children and youth because curriculum reform within the schools will probably have greater impact upon changes in public education than will innovations in teacher education programs.	12	6	4		4		ELEM.
		7	3	5		4		SECON.
			2	2	1	3	1	OTHER
		20	11	11	1	11	1	TOTAL
4.	Significant changes in public education will probably come through teacher education programs rather than through curriculum reform in the schools themselves.	1	1	6		7		ELEM.
		-4		3	2	7		SECON.
			3	4		2		OTHER
		5	4	13	2	16		TOTAL
5.	The responsibility of the Department of Education in teacher education includes both preservice and inservice.	24	10	4				ELEM.
		23	11	1				SECON.
			7	2				OTHER
		63	28	7				TOTAL
6.	The main responsibility of the Department of Education is to the undergraduate and graduate students registered in our programs.	17	7	5		2		ELEM.
		16	7	3	1	1		SECON.
			2	5	1		1	OTHER
		40	16	13	2	3	1	TOTAL
7.	The main responsibility of the Department of Education is to the schools of the State of Utah rather than to the preparation of teacher candidates per se.	-7	1	2		11		ELEM.
		-1	1	4	2	3	2	SECON.
						8	1	OTHER
		-18	2	6	2	22	3	TOTAL
8.	The Department of Education ought to be available upon call to anyone--school people, teachers, parents, or community leaders--who may be concerned about quality education in Utah.	14	3	10			1	ELEM.
		11	4	5	1	2		SECON.
			2	3	2	1	1	OTHER
		29	9	18	3	3	2	TOTAL
9.	We should be concerned, not only with school-based education, but also with education in a much broader sense, such as in industry and in a variety of special situations.	11		12	1	1		ELEM.
		5		7	3	2		SECON.
			2	3	2	2		OTHER
		21	2	22	6	5		TOTAL
10.	Our objectives as a department should be determined by both local and national needs.	16	5	8			1	ELEM.
		16	4	8				SECON.
			3	4	2			OTHER
		42	12	20	2		1	TOTAL
11.	Whatever the Department of Education does in terms of exercising statewide leadership must be consonant with the efforts of the Graduate School of Education.	-2		5	2	7		ELEM.
		3	3	2	3	3	1	SECON.
			1	4	4			OTHER
		7	4	11	9	10	1	TOTAL

Statement of Opinion, Belief, or Conviction	Weighted Totals	+2 Strongly Agree	+1 Agree	0 No Opinion	-1 Disagree	-2 Strongly Disagree	
12. The department ought to have an image of openness, being regularly engaged in experimentation, and constantly looking for alternative ways of doing things.	23	9	5				ELEM.
	20	8	4				SECON.
		6	3				OTHER
	58	23	12				TOTAL
13. The image of the Department of Education ought to be such that the school people of the state regard the department as a genuine resource and a place to which they may go for information and help.	24	10	4				ELEM.
	23	11	1				SECON.
		8	1				OTHER
	64	29	6				TOTAL
14. The Department of Education ought to play a significant role in the education of children in the two-to-five-year age range.	16	3	10	1			ELEM.
	14	5	4	3			SECON.
		4	4	1			OTHER
	42	12	18	5			TOTAL
15. Our graduate programs ought to make a significant impact upon teaching effectiveness in the public schools.	22	8	6				ELEM.
	22	10	2				SECON.
		8	1				OTHER
	61	26	9				TOTAL
16. Our graduate programs ought to include both the development of master teachers and the production of research.	21	8	5	1			ELEM.
	20	8	4				SECON.
		4	5				OTHER
	54	20	14	1			TOTAL
17. Mutually-agreed-upon goals are essential if a department is to be really effective.	13	5	6		3		ELEM.
	16	6	5		1		SECON.
		4	3	2			OTHER
	40	15	14	2	4		TOTAL
18. It is very important for the Department of Education to be unified in terms of its philosophy.	-2	1	4	1	8		ELEM.
	12	6	3		3		SECON.
			1	5	2	1	OTHER
	7	7	8	6	13	1	TOTAL
19. There are common goals to which both the elementary and the secondary divisions, as well as individual professors, can ascribe.	18	4	10				ELEM.
	16	6	5		1		SECON.
		4	5				OTHER
	47	14	20		1		TOTAL
20. It is possible to have both unity and diversity within the department.	19	7	6		1		ELEM.
	20	8	4				SECON.
		4	4		1		OTHER
	50	19	14		2		TOTAL
21. The purposes of the Department of Education are the summation of purposes of individual faculty members.	5	1	8	1	3	1	ELEM.
	-1	2	3	1	4	2	SECON.
			3	3	2	1	OTHER
	3	3	14	5	9	4	TOTAL

Statement of Opinion, Belief, or Conviction	Weighted Totals	+2 Strongly Agree	+1 Agree	0 No Opinion	-1 Disagree	-2 Strongly Disagree	
22. If not carried to extremes, each faculty member ought to feel free to identify his own purposes and to proceed in his own way.	11	3	8	1	1	1	ELEM..
	8	2	7		3		SECON.
		2	6	1			OTHER
	29	7	21	2	4	1	TOTAL
23. The processes of learning are fully as important as the product that is derived from that learning experience.	21	7	7				ELEM.
	13	5	5	1		1	SECON.
		4	5				OTHER
	47	16	17	1		1	TOTAL
24. The Department of Education ought to help candidates in teacher education to find themselves and reach their maximum effectiveness as individuals.	20	7	6	1			ELEM.
	16	6	4	2			SECON.
		4	4		1		OTHER
	47	17	14	3	1		TOTAL
(Additional statement, Section I)________________							ELEM.
							SECON.
							OTHER
							TOTAL
							ELEM.
							SECON.
							OTHER
							TOTAL

SECTION II: CURRICULUM IN TEACHER EDUCATION

Statement of Opinion, Belief, or Conviction							
25. Preservice teacher education should include a broad ove of education.	13	2	10	1	1		ELEM.
	8	2	6	2	2		SECON.
		4	5				OTHER
	34	8	21	3	3		TOTAL
26. Teacher education ought to foster within the candidate a professional curiosity and a willingness to experiment a explore.	23	9	5				ELEM.
	19	8	3	1			SECON.
		7	2				OTHER
	58	24	10	1			TOTAL

Statement of Opinion, Belief, or Conviction	Weighted Totals	+2 Strongly Agree	+1 Agree	0 No Opinion	-1 Disagree	-2 Strongly Disagree	
27. Our candidates in teacher education should learn how to promote active doing on the part of students in the classroom.	25	11	3				ELEM.
	18	7	4	1			SECON.
		6	3				OTHER
	58	24	10	1			TOTAL
28. Candidates in teacher education should be helped to understand that the learner must always feel free to make occasional mistakes with impunity and to attempt things that may not result in success.	21	8	5	1			ELEM.
	19	7	5				SECON.
		6	3				OTHER
	55	21	13	1			TOTAL
29. The teacher education curriculum must help teacher candidates to develop positive self-images so that they in turn can help develop positive self-images in children.	23	9	5				ELEM.
	18	7	4	1			SECON.
		8	1				OTHER
	58	24	10	1			TOTAL
30. Skills in the development of meaningful personal relationships ought to be emphasized in the teacher education curriculum since these skills tend to have more lasting values than many of the more "content-centered" goals we attempt to achieve.	14	5	6	2		1	ELEM.
	13	6	3	1	2		SECON.
		5	2	2			OTHER
	39	16	11	5	2	1	TOTAL
31. Teacher education candidates should have human relations training.	16	5	7	1	1		ELEM.
	16	6	4	2			SECON.
		9					OTHER
	50	20	11	3	1		TOTAL
32. Candidates in teacher education ought to learn how to enjoy the processes of teaching and learning as well as the end goals which these processes are supposed to achieve.	22	8	6				ELEM.
	19	8	3	1			SECON.
		7	2				OTHER
	57	23	11	1			TOTAL
33. Professional teacher educators should be able to define "good teaching" rather precisely.	5	4	3	2	4	1	ELEM.
	10	3	6	1	2		SECON.
		1	2	5		1	OTHER
	17	8	11	8	6	2	TOTAL
34. There ought to be a main core program upon which all faculty members agree and will support.	5	4	4		5	1	ELEM.
	16	7	3	1	1		SECON.
		2	2	4	1		OTHER
	26	13	9	5	7	1	TOTAL
35. Each professor should include in a given course all of the common elements established by the department for that particular course.	2	1	7	1	3	2	ELEM.
	13	6	3	1	2		SECON.
		2	3	2	2		OTHER
	20	9	13	4	7	2	TOTAL
36. Minimum elements that ought to be included in any common-core teacher education program are philosophical posture, planning, instructional strategies, and evaluational techniques.	14	1	12	1			ELEM.
	15	5	6		1		SECON.
		1	6	1	1		OTHER
	36	7	24	2	2		TOTAL

Statement of Opinion, Belief, or Conviction	Weighted Totals	+2 Strongly Agree	+1 Agree	0 No Opinion	-1 Disagree	-2 Strongly Disagree	
37. Teacher education programs should not be too tightly structured even though they contain common-core requirements.	16	4	9		1		ELEM.
	16	4	8				SECON.
		5	3		1		OTHER
	44	13	20		2		TOTAL
38. An evaluative system is counter productive if it tends to destroy individual faculty uniqueness while "overstandardizing" the curriculum.	13	4	7	1	2		ELEM.
	16	5	6	1			SECON.
		3	5		1		OTHER
	39	12	18	2	3		TOTAL
39. Curriculum in teacher education should provide more than one single model for good teaching.	19	5	9				ELEM.
	19	7	5				SECON.
		7	2				OTHER
	54	19	16				TOTAL
40. Rather than trying to agree upon a given model of good teaching, we ought to help each of our candidates to identify his or her unique characteristics as a teacher.	18	6	7		1		ELEM.
	4	3	4	1	2	2	SECON.
		5	4				OTHER
	36	14	15	1	3	2	TOTAL
41. The Department of Education ought to function as a unit in terms of its curriculum, but according to individual professional style in terms of instruction.	3		9		4	1	ELEM.
	11	3	7		2		SECON.
		4	4	1			OTHER
	26	7	20	1	6	1	TOTAL
42. The department ought to recognize two or three common-c teacher education programs which permit each faculty mer and each teacher education candidate to elect the particular program of his or her choice.	11	2	9	1	2		ELEM.
	5	3	2	4	3		SECON.
		2	4	2	1		OTHER
	23	7	15	7	6		TOTAL
43. We need to exercise careful coordination of our professi efforts so that short-term offerings will not jeopardize the substance of our graduate programs.	8	1	8	3	2		ELEM.
	7	1	6	4	1		SECON.
		2	6	1			OTHER
	25	4	20	8	3		TOTAL
44. Student teaching ought to be scheduled in terms of a full day rather than a half day.	13	3	9	1		1	ELEM.
	-9	2		1	5	4	SECON.
		2	3	2	2		OTHER
	9	7	12	4	7	5	TOTAL
45. We need to expand our student teaching to communities throughout the state.	5	1	7	2	4		ELEM.
	-4		3	3	5	1	SECON.
		2	1	3	3		OTHER
	3	3	11	8	12	1	TOTAL
46. Teacher education candidates should develop a good understanding not only of the students with whom they will work directly but also of students at age levels which precede and which follow as well.	18	4	10				ELEM.
	15	3	9				SECON.
		5	3	1			OTHER
	46	12	22	1			TOTAL

Statement of Opinion, Belief, or Conviction	Weighted Totals	Strongly Agree +2	Agree +1	No Opinion 0	Disagree -1	Strongly Disagree -2	
47. There is a need to differentiate the preparation of elementary teachers and secondary teachers.	11	3	7	2	2		ELEM.
	11	2	8	1	1		SECON.
			8		1		OTHER
	29	5	23	3	4		TOTAL
48. Programmed learning tends to make teacher education curriculum more rigid and less adaptable.	5	2	7		4	1	ELEM.
	7	4	2	4	1	1	SECON.
		1	5	2	1		OTHER
	18	7	14	6	6	2	TOTAL
49. We need not hesitate to use learning packets (or kits) in teacher education curriculum since learning packets do not necessarily limit the student's creativity.	8		10	2	2		ELEM.
	6	1	7	2	1	1	SECON.
		1	4	4			OTHER
	20	2	21	8	3	1	TOTAL
50. A teaching major ought to be approximately the equivalent of an academic major in terms of academic sophistication.	15	3	10		1		ELEM.
	15	4	7	1			SECON.
		2	4	3			OTHER
	38	9	21	4	1		TOTAL
51. Elementary teacher education candidates should be well grounded in all of the major curriculum areas that they are expected to teach.	12	2	10		2		ELEM.
	9	4	3	4		1	SECON.
		2	7				OTHER
	32	8	20	4	2	1	TOTAL
52. Communication skills are vital to teaching effectiveness; therefore, they should be included in teacher education curriculum.	18	5	8	1			ELEM.
	19	7	5				SECON.
		4	5				OTHER
	50	16	18	1			TOTAL
53. Candidates in teacher education ought to develop skills using media effectively.	16	2	12				ELEM.
	15	4	7	1			SECON.
		2	7				OTHER
	42	8	26	1			TOTAL
54. In teacher education curriculum, experience should prec theory.	1	2	3	3	6		ELEM.
	5	1	6	2	3		SECON.
		3	1	3	1	1	OTHER
	10	6	10	8	10	1	TOTAL
55. Teacher education programs ought to include a significant proportion of clinical experiences for the preservice candidate.	23	9	5				ELEM.
	17	6	5	1			SECON.
		6	3				OTHER
	55	21	13	1			TOTAL
56. We should operate a model school with carefully-selected teachers to serve as a showcase of excellence.	-3	1	3	3	6	1	ELEM.
	1	1	6	1	1	3	SECON.
		4	3	2			OTHER
	9	6	12	6	7	4	TOTAL
57. Teacher education candidates should be prepared to prese learning experiences which are pleasurable, exciting, and satisfying in and of themselves.	17	4	9	1			ELEM.
	13	2	9	1			SECON.
		4	5				OTHER
	43	10	23	2			TOTAL

Statement of Opinion, Belief, or Conviction	Weighted Totals	Strongly Agree +2	Agree +1	No Opinion 0	Disagree -1	Strongly Disagree -2	
58. Teacher education candidates should be taught that the fostering of even creativity and freedom in classrooms requires a special kind of structure and discipline.	19	5	9				ELEM.
	12	3	6	3			SECON.
		6	2		1		OTHER
	44	14	17	3	1		TOTAL
59. Candidates in teacher education must learn how to help each child approach knowledge with confidence and an attitude of selectivity in terms of his own personal needs and opportunities.	19	5	9				ELEM.
	14	4	6	2			SECON.
		6	3				OTHER
	48	15	18	2			TOTAL
60. Teacher education candidates should learn how to facilitate learning, but they should also learn how to provide direct leadership and guidance in the learning process.	19	6	7	1			ELEM.
	15	5	5	2			SECON.
		5	3	1			OTHER
	47	16	15	4			TOTAL
(Additional statement, Section II)________________							

SECTION III: FACULTY IN TEACHER EDUCATION

Statement of Opinion, Belief, or Conviction	Weighted Totals	Strongly Agree +2	Agree +1	No Opinion 0	Disagree -1	Strongly Disagree -2	
61. New faculty members should be appointed by the department to fill specific roles.	3		8	1	5		ELEM.
	8	2	6	3		1	SECON.
		2	6	1			OTHER
	21	4	20	5	5	1	TOTAL
62. The department should support the professor in his self-determined priorities.	11	3	8		3		ELEM.
	8	2	5	4	1		SECON.
			5	4			OTHER
	24	5	18	8	4		TOTAL
63. Faculty members should defer their personal aggrandizement to the benefit of the department's recognized programs.	-2		4	4	6		ELEM.
	12	4	5	2	1		SECON.
			6	1	2		OTHER
	14	4	15	7	9		TOTAL

Statement of Opinion, Belief, or Conviction	Weighted Totals	+2 Strongly Agree	+1 Agree	0 No Opinion	-1 Disagree	-2 Strongly Disagree	
64. There should be a departmental point of view, but at the same time each individual professor should be allowed to operate in his/her own style.	16	5	7	1	1		ELEM.
	14	4	7		1		SECON.
		3	5	1			OTHER
	41	12	19	2	2		TOTAL
65. Each faculty member should define his personal goals within the framework of departmental goals.	13	3	9		2		ELEM.
	14	4	7		1		SECON.
		3	6				OTHER
	39	10	22		3		TOTAL
66. The professor should have the knowledge and know-how to function effectively within his self-defined role.	20	6	8				ELEM.
	15	5	6		1		SECON.
		4	5				OTHER
	48	15	19		1		TOTAL
67. A faculty member should be permitted to use the department as a base of operations for the purpose of featuring his own particular specialty.	-1	1	5	1	6	1	ELEM.
	-5		5		4	3	SECON.
		1	4	3	1		OTHER
	-1	2	14	4	11	4	TOTAL
68. Professors in our department should be encouraged to confer frequently with faculty members of other universities.	17	4	9	1			ELEM.
	17	5	7				SECON.
		5	4				OTHER
	48	14	20	1			TOTAL
69. Each person in the Department of Education should strive to be a model in the profession through exemplary teaching, through scholarly research and writing, and through service to the community.	16	5	7	1	1		ELEM.
	8	5	3	1	1	2	SECON.
		3	3	2	1		OTHER
	32	13	13	4	3	2	TOTAL
70. The Department of Education ought to encourage individual professors to participate in such activities as travel, consultation, community service, research, and writing for publication.	20	7	6	1			ELEM.
	17	6	5	1			SECON.
		3	4	1	1		OTHER
	46	16	15	3	1		TOTAL
71. One of the roles of a professor should be that of contributing new ideas to society.	20	6	8				ELEM.
	18	6	6				SECON.
		3	2	3	1		OTHER
	45	15	16	3	1		TOTAL
72. The Department of Education faculty should increase its research efforts.	19	5	9				ELEM.
	16	5	6	1			SECON.
		2	2	4	1		OTHER
	40	12	17	5	1		TOTAL
73. The most important function of the Department of Education should be effective teaching.	15	5	7		2		ELEM.
	13	5	4	2	1		SECON.
		4	3	1	1		OTHER
	38	14	14	3	4		TOTAL

	Statement of Opinion, Belief, or Conviction	Weighted Totals	+2 Strongly Agree	+1 Agree	0 No Opinion	-1 Disagree	-2 Strongly Disagree	
74.	The Department of Education faculty should be unified concerning department goals.	3	1	7	1	4	1	ELEM.
		11	5	3	2	2		SECON.
				9				OTHER
		23	6	19	3	6	1	TOTAL
75.	Professional people with divergent interests ought to agree upon and work within the framework of departmental common-core teacher education programs.	8	2	8	1	2	1	ELEM.
		14	3	8	1			SECON.
			1	6	2			OTHER
		30	6	22	4	2	1	TOTAL
76.	Diversity of philosophy or ideas on the part of the faculty should be encouraged.	18	4	10				ELEM.
		10	2	7	2	1		SECON.
			3	5	1			OTHER
		39	9	22	3	1		TOTAL
77.	Professors should not be put in a position of supporting a central philosophy to which they, fundamentally, do not subscribe.	11	2	9	2		1	ELEM.
		6	3	4	1	4		SECON.
			3	5	1			OTHER
		28	8	18	4	4	1	TOTAL
78.	Professors with similar educational philosophies should be permitted to work together without compromising their principles.	12	2	10	1		1	ELEM.
		9	1	7	4			SECON.
			5	2	2			OTHER
		33	8	19	7		1	TOTAL
79.	Faculty members should keep the department apprised of their activities, if they are to expect support from the department should the need arise.	14	2	10	2			ELEM.
		9	2	6	3	1		SECON.
			1	7		1		OTHER
		31	5	23	5	2		TOTAL
80.	Members of the faculty should have the opportunity to work together as teams.	19	5	9				ELEM.
		12	2	8	2			SECON.
			2	6	1			OTHER
		41	9	23	3			TOTAL
81.	A mutually helpful relationship ought to exist between a faculty member and the department.	19	6	7	1			ELEM.
		16	5	6	1			SECON.
			6	3				OTHER
		50	17	16	2			TOTAL
82.	Faculty members should make their colleagues feel welcome to come to them for advice or support.	20	6	8				ELEM.
		16	5	6	1			SECON.
			8	1				OTHER
		53	19	15	1			TOTAL
83.	The department ought to make each professor feel needed.	17	5	8		1		ELEM.
		17	6	5	1			SECON.
			6	2	1			OTHER
		48	17	15	2	1		TOTAL
84.	Our department ought to contribute to the personal enhancement of individual faculty members.	14	3	9	1	1		ELEM.
		12	4	4	4			SECON.
			4	2	3			OTHER
		36	11	15	8	1		TOTAL

Statement of Opinion, Belief, or Conviction	Weighted Totals	+2 Strongly Agree	+1 Agree	0 No Opinion	-1 Disagree	-2 Strongly Disagree	
85. There should be a person-to-person relationship between a professor and a student.	18	4	10				ELEM.
	14	3	8	1			SECON.
		3	5		1		OTHER
	42	10	23	1	1		TOTAL
86. In selecting new faculty members, we should be stringent about qualifications, especially academic.	15	5	7		2		ELEM.
	13	5	4	2	1		SECON.
			3	3	2	1	OTHER
	27	10	14	5	5	1	TOTAL
87. We ought to have a definite orientation for each new faculty member in matters of tradition, procedure and opportunities.	19	7	5	2			ELEM.
	13	2	9	1			SECON.
		4	2	1	1	1	OTHER
	39	13	16	4	1	1	TOTAL
88. Professors with expertise in or strong points of view in particular areas should be utilized as guests for a day or two in other classes.	14	3	8	3			ELEM.
	13	3	7	2			SECON.
		2	6		1		OTHER
	36	8	21	5	1		TOTAL

(Additional statement, Section III) ____________

SECTION IV: CANDIDATES IN TEACHER EDUCATION

Statement of Opinion, Belief, or Conviction	Weighted Totals	+2 Strongly Agree	+1 Agree	0 No Opinion	-1 Disagree	-2 Strongly Disagree	
89. Our admissions program should include active recruitment of the kind of candidates we want.	11	3	7	2	2		ELEM.
	12	5	3	3	1		SECON.
			6	1	2		OTHER
	27	8	16	6	5		TOTAL.
90. We ought to inform our candidates about "the facts of life" in the labor market with respect to teaching positions.	18	5	8	1			ELEM.
	17	6	5	1			SECON.
		4	4	1			OTHER
	47	15	17	3			TOTAL

Statement of Opinion, Belief, or Conviction	Weighted Totals	Strongly Agree +2	Agree +1	No Opinion 0	Disagree -1	Strongly Disagree -2	
91. Our current teacher education admissions criteria are adequate.	-12		2		10	2	ELEM.
	-4		3	2	7		SECON.
			1	4	4		OTHER
	-19		6	6	21	2	TOTAL
92. Externally imposed admission quotas are unacceptable to the professions.	9	4	6		3	1	ELEM.
	13	6	3	1	2		SECON.
		1	2	6			OTHER
	26	11	11	7	5	1	TOTAL
93. If university students can satisfy general university and departmental requirements, they should be permitted to choose the program they wish to enter as long as the department has the capacity to serve them.	10	3	7	1	3		ELEM.
	13	3	7	2			SECON.
		3	6				OTHER
	35	9	20	3	3		TOTAL
94. The characteristic of genuinely caring for children is one of the most important criteria in the selection of teacher education candidates.	13	2	10	1	1		ELEM.
	11	3	6	2	1		SECON.
		2	3	2	1	1	OTHER
	28	7	19	5	3	1	TOTAL
95. A positive self-image is one of the characteristics we should identify in selecting candidates.	16	3	10	1			ELEM.
	12	4	4	4			SECON.
		4	3	1		1	OTHER
	37	11	17	6		1	TOTAL
96. Program counseling of candidates should be handled directly by the faculty department.	6	2	7	1	3	1	ELEM.
	-4	1	2	2	6	1	SECON.
		1	5	2	1		OTHER
	8	4	14	5	10	2	TOTAL
97. A continuing relationship should exist between each student and at least one faculty member.	11	2	9	1	2		ELEM.
	7		8	3	1		SECON.
		3	4	1	1		OTHER
	27	5	21	5	4		TOTAL
98. We should value differences that are inherent in our teacher education candidates.	15	3	10		1		ELEM.
	14	3	8	1			SECON.
		4	5				OTHER
	42	10	23	1	1		TOTAL
99. The department ought to encourage candidates to develop their professional goals.	16	3	10	1			ELEM.
	14	3	8	1			SECON.
		4	5				OTHER
	43	10	23	2			TOTAL
100. Teacher education candidates should have the opportunity to determine to a great extent their own educational experiences.	3		8	1	5		ELEM.
	-1	1	3	2	6		SECON.
		4	2	1	2		OTHER
	10	5	13	4	13		TOTAL
101. Teacher education candidates benefit most when they are encouraged to seek, pursue, and enjoy learning for its own sake.	12	1	11	1	1		ELEM.
	9	1	8	2	1		SECON.
		4	3	1	1		OTHER
	31	6	22	4	3		TOTAL

Statement of Opinion, Belief, or Conviction	Weighted Totals	+2 Strongly Agree	+1 Agree	0 No Opinion	-1 Disagree	-2 Strongly Disagree	
102. We should develop a climate that will encourage our prospective teachers to be more trusting and cooperative, to share ideas, and to function with one another.	17	3	11				ELEM.
	17	6	5	1			SECON.
		6	3				OTHER
	49	15	19	1			TOTAL
103. The department ought to encourage teacher education candidates in the developing of their individuality.	13	3	8	2	1		ELEM.
	17	7	3	2			SECON.
		4	5				OTHER
	43	14	16	4	1		TOTAL
104. The department ought to help candidates become flexible and adaptive.	17	3	11				ELEM
	15	5	5	2			SECON.
		4	4	1			OTHER
	44	12	20	3			TOTAL
105. The department ought to develop in teacher education candidates the quality of genuinely caring for other people.	13	2	9	3			ELEM.
	10	4	4	2	2		SECON.
		6	2	1			OTHER
	37	12	15	6	2		TOTAL
106. It is important for our teacher candidates to develop genuine dedication to the teaching profession.	14	3	9	1	1		ELEM.
	16	5	6	1			SECON.
		3	5	1			OTHER
	41	11	20	3	1		TOTAL
107. Teacher candidates ought to believe that what they teach is going to make a real difference in the persons whom they teach.	15	3	10		1		ELEM.
	11	5	3	2	2		SECON.
		3	3	2	1		OTHER
	34	11	16	4	4		TOTAL
108. New teachers should be required to fulfill a three-year probationary period before being certificated.	0		6	2	6		ELEM.
	7	3	4	2	3		SECON.
		2	1	2	3	1	OTHER
	4	5	11	6	12	1	TOTAL
109. Our graduates are entitled to our supervision and guidance even after they become inservice teachers.	6	3	6		4	1	ELEM.
	6	1	7	2	1	1	SECON.
		4	4	1			OTHER
	24	8	17	3	5	2	TOTAL
110. Evaluation of our graduates should focus not only on whether they retain what they have learned at the university, but also whether they continue to grow both personally and professionally as inservice teachers.	14	3	9	1	1		ELEM.
	14	4	6	2			SECON.
		4	5				OTHER
	41	11	20	3	1		TOTAL
111. We ought to get frequent and regular feedback from our candidates concerning our teacher education program.	16	5	8			1	ELEM.
	17	7	3	2			SECON.
		7	2				OTHER
	49	19	13	2		1	TOTAL

	Statement of Opinion, Belief, or Conviction	Weighted Totals	Strongly Agree +2	Agree +1	No Opinion 0	Disagree -1	Strongly Disagree -2	
112.	Program evaluation should be in terms of on-the-job performance of our candidates.	15	1	13				ELEM.
		11	3	6	2	1		SECON.
			1	6	1		1	OTHER
		32	5	25	3	1	1	TOTAL
113.	Evaluation of programs should include exit interviews, questionnaires, and other follow-up procedures.	15	3	10		1		ELEM.
		11	3	6	2	1		SECON.
			4	3	1		1	OTHER
		35	10	19	3	2	1	TOTAL
114.	Valid information as to the effectiveness of the Department of Education may be obtained from teachers and principals.	9	1	10		3		ELEM.
		-1		3	5	4		SECON.
			1	4	2	1	1	OTHER
		11	2	17	7	8	1	TOTAL

(Additional statement, Section IV)______________

SECTION V: EXTRADEPARTMENTAL RELATIONSHIPS IN TEACHER EDUCATION

	Statement of Opinion, Belief, or Conviction	Weighted Totals	Strongly Agree +2	Agree +1	No Opinion 0	Disagree -1	Strongly Disagree -2	
115.	The Department of Education ought to encourage interdepartmental cooperation.	17	3	11				ELEM.
		14	3	8	1			SECON.
			6	3				OTHER
		46	12	22	1			TOTAL
116.	We should attempt to keep the academic departments aware of potential opportunities for their working with teachers in the public schools.	14	3	9	1	1		ELEM.
		13	2	9	1			SECON.
			5	4				OTHER
		41	10	22	2	1		TOTAL

Statement of Opinion, Belief, or Conviction	Weighted Totals	+2 Strongly Agree	+1 Agree	0 No Opinion	-1 Disagree	-2 Strongly Disagree	
117. We ought to seek an arrangement with the school districts so that we might work with a significant number of teachers from a particular school in which there is positive administrative support.	14	4	8		2		ELEM.
	15	5	5	2			SECON.
		6	2	1			OTHER
	43	15	15	3	2		TOTAL
118. The Department of Education should broaden its perspective by engaging in educational activities in a community setting with people not directly related to any school system.	9		11	1	2		ELEM.
	2		6	3	2	1	SECON.
		1	6	2			OTHER
	19	1	23	6	4	1	TOTAL
119. The Department of Education ought to have a free hand in the selection of cooperating teachers who will work with us in student teaching and other clinical experiences for our candidates in teacher education.	9	1	9	2	2		ELEM.
	11	5	3	2	2		SECON.
		4	4	1			OTHER
	32	10	16	5	4		TOTAL
120. The Department of Education ought to schedule seminars and workshops on a regular basis for the cooperating teachers who will work with us in student teaching and other clinical experiences.	15	3	10		1		ELEM.
	13	3	7	2			SECON.
		3	6				OTHER
	40	9	23	2	1		TOTAL
121. We ought to do everything we can to enhance the role and prestige of the cooperating teachers who work with us in student teaching and other clinical experiences.	16	4	9		1		ELEM.
	16	5	6	1			SECON.
		4	5				OTHER
	45	13	20	1	1		TOTAL
122. School personnel who work with us in various teacher education undertakings ought to receive some form of compensation from the University of Utah.	17	5	8		1		ELEM.
	11	3	5	4			SECON.
		4	2	3			OTHER
	38	12	15	7	1		TOTAL
(Additional statement, Section V)________________							

APPENDIX D

INTENSITY-OF-AGREEMENT SUMMARY

= = = = = = = = = = = = FACULTY OPINIONNAIRE = = = = = = = = = = = = =

UNIVERSITY OF UTAH

DEPARTMENT OF EDUCATION

Salt Lake City

INTENSITY-OF-AGREEMENT SUMMARY

Please check appropriate blanks:

______ Elementary Education Faculty
______ Secondary Education Faculty
______ Regular Faculty Appointment
______ Adjunct, Teaching Fellow, or Visiting Faculty

DIRECTIONS: The purpose of this opinionnaire is to obtain a measurement of the opinions, beliefs, or convictions of the members of the Department of Education faculty with respect to the department's particular role in teacher education at the University of Utah and in the State of Utah. For convenience, the items have been arranged in sections according to five general categories, but numbered consecutively throughout. Please respond to each statement by marking an "X" in the space under the appropriate heading. Add any additional item you wish by writing a suitable statement in the blanks provided at the end of each section and marking the response space accordingly. Please hand the completed form to Mrs. Angie Bolic not later than 5:00 p.m. Wednesday, April 30, 1975.

SECTION I: DEPARTMENTAL GOALS IN TEACHER EDUCATION

Statement of Opinion, Belief, or Conviction	Intensity of Agreement by Department of Education Faculty		
	Reg. Elem. %	Reg. Sec. %	Total Faculty
1. The role of the Department of Education ought to be one of recognized leadership and significant influence for the improvement of education throughout the state.	82 %	96 %	89%
2. A major purpose of the Department of Education is to develop teachers who will function effectively in the elementary and secondary schools.	100 %	88 %	91%

Statement of Opinion, Belief, or Conviction	Intensity of Agreement by Department of Education Faculty		
	Reg. Elem.	Reg. Sec.	Total Faculty
3. A major purpose of the Department of Education is to engage actively in the research and development of curriculum for children and youth because curriculum reform within the schools will probably have greater impact upon changes in public education than will innovations in teacher education programs.	43 %	29 %	29%
4. Significant changes in public education will probably come through teacher education programs rather than through curriculum reform in the schools themselves.	04 %	-17 %	07
5. The responsibility of the Department of Education in teacher education includes both preservice and inservice.	86 %	96 %	90%
6. The main responsibility of the Department of Education is to the undergraduate and graduate students registered in our programs.	61 %	67 %	57%
7. The main responsibility of the Department of Education is to the schools of the State of Utah rather than to the preparation of teacher candidates per se.	-25 %	-04 %	-26%
8. The Department of Education ought to be available upon call to anyone--school people, teachers, parents, or community leaders--who may be concerned about quality education in Utah.	50 %	46 %	41%
9. We should be concerned, not only with school-based education, but also with education in a much broader sense, such as in industry and in a variety of special situations.	39 %	21 %	30%
10. Our objectives as a department should be determined by both local and national needs.	57 %	67 %	60%
11. Whatever the Department of Education does in terms of exercising statewide leadership must be consonant with the efforts of the Graduate School of Education.	-07 %	13 %	10%

	Statement of Opinion, Belief, or Conviction	Intensity of Agreement by Department of Education Faculty		
		Reg. Elem	Reg. Sec.	Total Faculty
12.	The department ought to have an image of openness, being regularly engaged in experimentation, and constantly looking for alternative ways of doing things.	82 %	83 %	83%
13.	The image of the Department of Education ought to be such that the school people of the state regard the department as a genuine resource and a place to which they may go for information and help.	86 %	96 %	91%
14.	The Department of Education ought to play a significant role in the education of children in the two-to-five-year age range.	57 %	58 %	60%
15.	Our graduate programs ought to make a significant impact upon teaching effectiveness in the public schools.	79 %	92 %	87%
16.	Our graduate programs ought to include both the development of master teachers and the production of research.	75 %	83 %	77%
17.	Mutually-agreed-upon goals are essential if a department is to be really effective.	46 %	67 %	57%
18.	It is very important for the Department of Education to be unified in terms of its philosophy.	-07 %	50 %	10%
19.	There are common goals to which both the elementary and the secondary divisions, as well as individual professors, can ascribe.	64 %	67 %	67%
20.	It is possible to have both unity and diversity within the department.	68 %	83 %	71%
21.	The purposes of the Department of Education are the summation of purposes of individual faculty members.	18 %	-04 %	04%

Statement of Opinion, Belief, or Conviction	Intensity of Agreement by Department of Education Faculty		
	Reg. Elem.	Reg. Sec.	Total Faculty
22. If not carried to extremes, each faculty member ought to feel free to identify his own purposes and to proceed in his own way.	39 %	33 %	41%
23. The processes of learning are fully as important as the product that is derived from that learning experience.	75 %	54 %	67%
24. The Department of Education ought to help candidates in teacher education to find themselves and reach their maximum effectiveness as individuals.	71 %	67 %	67%
(Additional statement, Section I)__________			

SECTION II: CURRICULUM IN TEACHER EDUCATION

Statement of Opinion, Belief, or Conviction			
25. Preservice teacher education should include a broad overview of education.	% 46	% 33	49%
26. Teacher education ought to foster within the candidate a professional curiosity and a willingness to experiment and explore.	82 %	79 %	83%

	Statement of Opinion, Belief, or Conviction	Intensity of Agreement by Department of Education Faculty		
		Reg. Elem.	Reg. Sec.	Total Faculty
27.	Our candidates in teacher education should learn how to promote active doing on the part of students in the classroom.	89%	75%	83%
28.	Candidates in teacher education should be helped to understand that the learner must always feel free to make occasional mistakes with impunity and to attempt things that may not result in success.	75%	79%	79%
29.	The teacher education curriculum must help teacher candidates to develop positive self-images so that they in turn can help develop positive self-images in children.	82%	75%	83%
30.	Skills in the development of meaningful personal relationships ought to be emphasized in the teacher education curriculum since these skills tend to have more lasting values than many of the more "content-centered" goals we attempt to achieve.	50%	54%	56%
31.	Teacher education candidates should have human relations training.	57%	67%	71%
32.	Candidates in teacher education ought to learn how to enjoy the processes of teaching and learning as well as the end goals which these processes are supposed to achieve.	79%	79%	81%
33.	Professional teacher educators should be able to define "good teaching" rather precisely.	18%	42%	24%
34.	There ought to be a main core program upon which all faculty members agree and will support.	18%	67%	37%
35.	Each professor should include in a given course all of the common elements established by the department for that particular course.	07%	54%	29%
36.	Minimum elements that ought to be included in any common-core teacher education program are philosophical posture, planning, instructional strategies, and evaluational techniques.	50%	63%	51%

Statement of Opinion, Belief, or Conviction	Intensity of Agreement by Department of Education Faculty		
	Reg. Elem.	Reg. Sec.	Total Faculty
37. Teacher education programs should not be too tightly structured even though they contain common-core requirements.	57%	67%	63%
38. An evaluative system is counter productive if it tends to destroy individual faculty uniqueness while "overstandardizing" the curriculum.	46%	67%	56%
39. Curriculum in teacher education should provide more than one single model for good teaching.	68%	79%	77%
40. Rather than trying to agree upon a given model of good teaching, we ought to help each of our candidates to identify his or her unique characteristics as a teacher.	64%	17%	51%
41. The Department of Education ought to function as a unit in terms of its curriculum, but according to individual professional style in terms of instruction.	11%	46%	37%
42. The department ought to recognize two or three common-core teacher education programs which permit each faculty member and each teacher education candidate to elect the particular program of his or her choice.	39%	21%	33%
43. We need to exercise careful coordination of our professional efforts so that short-term offerings will not jeopardize the substance of our graduate programs.	29%	29%	36%
44. Student teaching ought to be scheduled in terms of a full day rather than a half day.	46%	-38%	13%
45. We need to expand our student teaching to communities throughout the state.	18%	-17%	04%
46. Teacher education candidates should develop a good understanding not only of the students with whom they will work directly but also of students at age levels which precede and which follow as well.	64%	63%	66%

Statement of Opinion, Belief, or Conviction	Wgt. by Department of Education Faculty		
	El. Ed.	Secd. Ed.	Total Faculty
47. There is a need to differentiate the preparation of elementary teachers and secondary teachers.	39 %	46 %	41%
48. Programmed learning tends to make teacher education curriculum more rigid and less adaptable.	18 %	29 %	26%
49. We need not hesitate to use learning packets (or kits) in teacher education curriculum since learning packets do not necessarily limit the student's creativity.	29 %	25 %	29%
50. A teaching major ought to be approximately the equivalent of an academic major in terms of academic sophistication.	54 %	63 %	54%
51. Elementary teacher education candidates should be well grounded in all of the major curriculum areas that they are expected to teach.	43 %	38 %	46%
52. Communication skills are vital to teaching effectiveness; therefore, they should be included in teacher education curriculum.	64 %	79 %	71%
53. Candidates in teacher education ought to develop skills in using media effectively.	57 %	63 %	60%
54. In teacher education curriculum, experience should precede theory.	04 %	21 %	14%
55. Teacher education programs ought to include a significant proportion of clinical experiences for the preservice candidate.	82 %	71 %	79%
56. We should operate a model school with carefully-selected teachers to serve as a showcase of excellence.	-11 %	04 %	13%
57. Teacher education candidates should be prepared to present learning experiences which are pleasurable, exciting, and satisfying in and of themselves.	61 %	54 %	61%

Statement of Opinion, Belief, or Conviction	Intensity of Agreement by Department of Education Faculty		
	Reg. Elem.	Reg. Sec.	Total Faculty
58. Teacher education candidates should be taught that the fostering of even creativity and freedom in classrooms requires a special kind of structure and discipline.	68 %	50 %	63%
59. Candidates in teacher education must learn how to help each child approach knowledge with confidence and an attitude of selectivity in terms of his own personal needs and opportunities.	68 %	58 %	69%
60. Teacher education candidates should learn how to facilitate learning, but they should also learn how to provide direct leadership and guidance in the learning process.	68 %	63 %	67%
(Additional statement, Section II)____________			

SECTION III: FACULTY IN TEACHER EDUCATION

Statement of Opinion, Belief, or Conviction

61. New faculty members should be appointed by the department to fill specific roles.	11 %	33 %	30%
62. The department should support the professor in his self-determined priorities.	39 %	33 %	34%
63. Faculty members should defer their personal aggrandizement to the benefit of the department's recognized programs.	-07 %	50 %	20%

	Statement of Opinion, Belief, or Conviction	ment by Department of Education Faculty		
		Reg. Elem	Reg. Sec.	Total Faculty
64.	There should be a departmental point of view, but at the same time each individual professor should be allowed to operate in his/her own style.	57%	58%	59%
65.	Each faculty member should define his personal goals within the framework of departmental goals.	46%	58%	56%
66.	The professor should have the knowledge and know-how to function effectively within his self-defined role.	71%	63%	69%
67.	A faculty member should be permitted to use the department as a base of operations for the purpose of featuring his own particular specialty.	-04%	-21%	-01%
68.	Professors in our department should be encouraged to confer frequently with faculty members of other universities.	61%	71%	69%
69.	Each person in the Department of Education should strive to be a model in the profession through examplary teaching, through scholarly research and writing, and through service to the community.	57%	33%	46%
70.	The Department of Education ought to encourage individual professors to participate in such activities as travel, consultation, community service, research, and writing for publication.	71%	71%	66%
71.	One of the roles of a professor should be that of contributing new ideas to society.	% 71	% 75	64%
72.	The Department of Education faculty should increase its research efforts.	68%	67%	57%
73.	The most important function of the Department of Education should be effective teaching.	54%	54%	54%

Statement of Opinion, Belief, or Conviction	Intensity of Agreement by Department of Education Faculty		
	Reg. Elem.	Reg. Sec.	Total Faculty
74. The Department of Education faculty should be unified concerning department goals.	11 %	46 %	33%
75. Professional people with divergent interests ought to agree upon and work within the framework of departmental common-core teacher education programs.	29 %	58 %	43%
76. Diversity of philosophy or ideas on the part of the faculty should be encouraged.	64 %	42 %	56%
77. Professors should not be put in a position of supporting a central philosophy to which they, fundamentally, do not subscribe.	39 %	25 %	40%
78. Professors with similar educational philosophies should be permitted to work together without compromising their principles.	43 %	38 %	47%
79. Faculty members should keep the department apprised of their activities, if they are to expect support from the department should the need arise.	50 %	38 %	44%
80. Members of the faculty should have the opportunity to work together as teams.	68 %	50 %	59%
81. A mutually helpful relationship ought to exist between a faculty member and the department.	68 %	67 %	71%
82. Faculty members should make their colleagues feel welcome to come to them for advice or support.	71 %	67 %	76%
83. The department ought to make each professor feel needed.	61 %	71 %	69%
84. Our department ought to contribute to the personal enhancement of individual faculty members.	50 %	50 %	51%

Statement of Opinion, Belief, or Conviction	Intensity of Agreement by Department of Education Faculty		
	Reg. Elem.	Reg. Sec.	Total Faculty
85. There should be a person-to-person relationship between a professor and a student.	64%	58%	60%
86. In selecting new faculty members, we should be stringent about qualifications, especially academic.	54%	54%	39%
87. We ought to have a definite orientation for each new faculty member in matters of tradition, procedure and opportunities.	68%	54%	56%
88. Professors with expertise in or strong points of view in particular areas should be utilized as guests for a day or two in other classes.	50%	54%	51%
(Additional statement, Section III) ____________			

SECTION IV: CANDIDATES IN TEACHER EDUCATION

Statement of Opinion, Belief, or Conviction

89. Our admissions program should include active recruitment of the kind of candidates we want.	39%	50%	39%
90. We ought to inform our candidates about "the facts of life" in the labor market with respect to teaching positions.	64%	71%	67%

	Statement of Opinion, Belief, or Conviction	Intensity of Agreement by Department of Education		
		Reg. Elem.	Reg. Sec.	Total Faculty
91.	Our current teacher education admissions criteria are adequate.	% -43	% -17	-27%
92.	Externally imposed admission quotas are unacceptable to the professions.	% 33	% 54	37%
93.	If university students can satisfy general university and departmental requirements, they should be permitted to choose the program they wish to enter as long as the department has the capacity to serve them.	36 %	54 %	50%
94.	The characteristic of genuinely caring for children is one of the most important criteria in the selection of teacher education candidates.	46 %	46 %	40%
95.	A positive self-image is one of the characteristics we should identify in selecting candidates.	% 57	% 50	53%
96.	Program counseling of candidates should be handled directly by the faculty department.	% 21	% -17	11%
97.	A continuing relationship should exist between each student and at least one faculty member.	% 39	% 29	39%
98.	We should value differences that are inherent in our teacher education candidates.	% 54	% 58	60%
99.	The department ought to encourage candidates to develop their professional goals.	% 57	% 58	61%
100.	Teacher education candidates should have the opportunity to determine to a great extent their own educational experiences.	11 %	-04 %	14%
101.	Teacher education candidates benefit most when they are encouraged to seek, pursue, and enjoy learning for its own sake.	43 %	38 %	44%

Statement of Opinion, Belief, or Conviction	Intensity of Agreement by Department of Edudation Faculty		
	Reg. Elem.	Reg. Sec.	Total Faculty
102. We should develop a climate that will encourage our prospective teachers to be more trusting and cooperative, to share ideas, and to function with one another.	61 %	71 %	70%
103. The department ought to encourage teacher education candidates in the developing of their individuality.	46 %	71 %	61 %
104. The department ought to help candidates become flexible and adaptive.	61 %	63 %	63%
105. The department ought to develop in teacher education candidates the quality of genuinely caring for other people.	46 %	42 %	53%
106. It is important for our teacher candidates to develop genuine dedication to the teaching profession.	50 %	67 %	59%
107. Teacher candidates ought to believe that what they teach is going to make a real difference in the persons whom they teach.	54 %	46 %	49%
108. New teachers should be required to fulfill a three-year probationary period before being certificated.	% 0	% 29	10%
109. Our graduates are entitled to our supervision and guidance even after they become inservice teachers.	% 21	% 25	34%
110. Evaluation of our graduates should focus not only on whether they retain what they have learned at the university, but also whether they continue to grow both personally and professionally as in-service teachers.	50 %	58 %	59%
111. We ought to get frequent and regular feedback from our candidates concerning our teacher education program.	57 %	71 %	70%

Statement of Opinion, Belief, or Conviction	Intensity of Agreement by Department of Education Faculty		
	Reg. Elem.	Reg. Sec.	Total Faculty
112. Program evaluation should be in terms of on-the-job performance of our candidates.	% 54	% 46	46%
113. Evaluation of programs should include exit interviews, questionnaires, and other follow-up procedures.	54 %	46 %	50%
114. Valid information as to the effectiveness of the Department of Education may be obtained from teachers and principals.	33 %	-04 %	16%
(Additional statement, Section IV)____________			

SECTION V: EXTRADEPARTMENTAL RELATIONSHIPS IN TEACHER EDUCATION

Statement of Opinion, Belief, or Conviction			
115. The Department of Education ought to encourage interdepartmental cooperation.	61 %	58 %	66%
116. We should attempt to keep the academic departments aware of potential opportunities for their working with teachers in the public schools.	50 %	54 %	59%

		Intensity of Agreement by Department of Education Faculty		
	Statement of Opinion, Belief, or Conviction	Reg. Elem	Reg. Sec.	Total Faculty
117.	We ought to seek an arrangement with the school districts so that we might work with a significant number of teachers from a particular school in which there is positive administrative support.	50 %	63 %	61%
118.	The Department of Education should broaden its perspective by engaging in educational activities in a community setting with people not directly related to any school system.	% 33	% 08	27%
119.	The Department of Education ought to have a free hand in the selection of cooperating teachers who will work with us in student teaching and other clinical experiences for our candidates in teacher education.	% 33	% 46	46%
120.	The Department of Education ought to schedule seminars and workshops on a regular basis for the cooperating teachers who will work with us in student teaching and other clinical experiences.	% 54	% 54	57%
121.	We ought to do everything we can to enhance the role and prestige of the cooperating teachers who work with us in student teaching and other clinical experiences.	% 57	% 67	64%
122.	School personnel who work with us in various teacher education undertakings ought to receive some form of compensation from the University of Utah.	% 61	% 46	54%
	(Additional statement, Section V)__________			